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ABSTRACT

This book traces the history of the Servicemembers Opportunity College (SOC) program, which allows military personnel to obtain civilian education at more that 1,000 designated community colleges, technical institutes, and four-year institutions nationwide. Among the topics discussed in this history of the SOC program's development as the Servicemen's Opportunity College Program in 1972 are the following: genesis of civilian education in the military; SOC program beginnings in 1969-1972; consortium development and expansion to include four-year colleges; SOC infrastructure; application of the SOC model to nonmilitary areas; extension of SOC to prospective recruits; SOC outreach with Army National Guard; SOC and developmental, teacher, veterans, and graduate education; SOC and adult family members of servicemembers and Department of Defense civilians; automation/degree planning; and information and assistance. Contains 98 references. Appended are the following: criteria for SOCs; SOC charter, bylaws, and principles/criteria; first SOC news bulletin; SOC associate degree (SOCAD) concept paper; 1981 report on feasibility of initiating SOCAD-type programs for the Navy; concept papers for SOC programs for Marines and veterans; 1993 SOC for Veterans concept paper; U.S. Patent and Trademark Office correspondence; and biographical sketches of SOC staff, 1972-1996. (MN)

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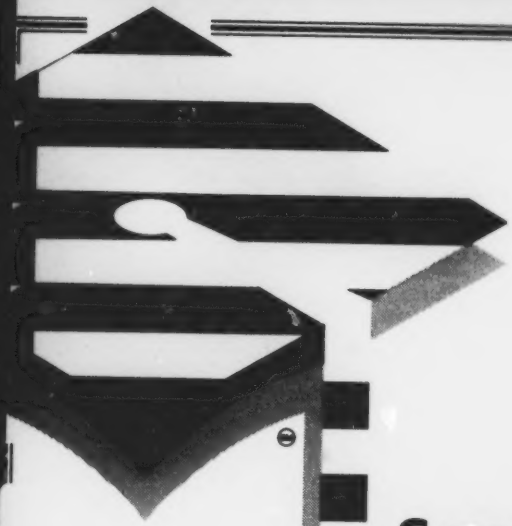

ED 404 450

Servicemembers Opportunity Colleges

1972-1997

by

Clinton L. Anderson

Senior Consultant to SOC

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1972-1997

(Submitted as Part of SOC Final FY 96 Report)

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Clinton L. Anderson
Senior Consultant to SOC

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This historical report has not been approved by other higher education entities or any element of DoD.

About the Author

Clinton L. Anderson is a Senior Consultant to Servicemembers Opportunity Colleges. He holds master's degrees from the University of North Carolina-Chapel Hill and Stanford University, and an Ed.D. degree in Adult and Continuing Education from Columbia University. His dissertation was entitled "Historical Profile of Adult Basic Education Programs in the United States Army." Dr. Anderson is a veteran of twenty years of Army service, during which he served seven years in Field Artillery training and over six years at Army Headquarters in the management and operation of Army's continuing education programs.

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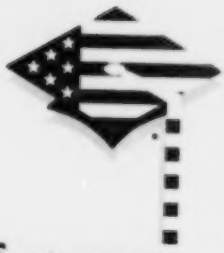
FOREWORD



Servicemembers Opportunity Colleges

This 25 year historical report is a compilation of benchmark events and issues addressed by Servicemembers Opportunity Colleges (SOC) from its beginnings through 1997. It is submitted as part of SOC's FY 1996 Final report and is intended for distribution at the 1997 Department of Defense Worldwide Education Symposium.

As part of its role in higher education, Servicemembers Opportunity Colleges is often asked to present its history and its participation in military higher education issues. To facilitate this function, Dr. Clinton Anderson was asked to review SOC files, place them in a coherent order, and relate SOC's history to the evolution of higher education in the military. The project began with a paper presented at the Adult Education Conference in Kansas City, Missouri, on November 3, 1995. That paper was distributed to many of the key players involved in SOC's development including the two former directors. Their contributions are included in this final report.

This history includes examples of actions, reference documents, and people who have contributed to SOC's development, consolidation, and expansion. It attempts to place SOC in the context of the environment of the DoD Voluntary Education Program and the higher education community as SOC began, developed as an organization, and served as a vehicle of communications and educational support between DoD/military services and higher education in the United States.

It is intended that this historical report will serve as a point of departure for continuing dialogue regarding historical events and their implications both for adult and continuing education within the military and for the future of the DoD/higher education partnership. As new and different information comes to light and new events and actions occur, this history will be periodically updated.

Many individuals contributed to this document. These include the SOC staff, both past and present, the DANTES staff, and others who have been closely connected to SOC's development over the years. The efforts of those who assisted in coming to grips with SOC history are sincerely appreciated.

Steve F. Kime

Steve F. Kime
Director
Servicemembers Opportunity Colleges

General Powell Receives Education Award

In a speech accepting the distinguished Alumnus Award of the American Association of State Colleges and Universities (AASCU) at the Association's annual meeting, General Colin L. Powell, Chairman of the Joint Chiefs of Staff, praised the "fine work" of the AASCU-sponsored Servicemembers Opportunity Colleges (SOC).

General Powell noted that "SOC helps our young GIs take advantage of the educational opportunities offered by its more than 1,000 member institutions."

General Colin L. Powell
Chairman of the Joint Chiefs of Staff

"I like to compare SOC to the GI Bill," General Powell told the audience of state college and university presidents. "I believe that such a comparison is fair, that SOC's impact has been equally sweeping, equally effective in ensuring high-quality, continuing education for our men and women in uniform."

A 1958 graduate of the City College of New York, General Powell portrayed himself as a "staunch defender of public education."

One of the "host of challenges" that will face President-Elect Bill Clinton, said General Powell, will be education — "how to get the great American education machine running on all cylinders again." "If we do not successfully meet this most basic challenge," he said, "we will be severely hampered in meeting all the other challenges that we face as a nation."

"Correcting the inequalities and eliminating the distortions that currently exist in our education system won't be easy. But we can do it. We must do it. And we must do it in a way that does not limit the extent and accessibility of public education to all the youngsters who need it" (*DANTES Information Bulletin*, Number 197, February 1993).

"I like to compare SOC to the GI Bill, I believe that such a comparison is fair, that SOC's impact has been equally sweeping, equally effective in ensuring high-quality, continuing education for our men and women in uniform."

NONTRADITIONAL EDUCATION AND THE ADULT LEARNER

(Extract from
Anderson & Kime, Adult Higher Education and the Military, 1990)

Many high school graduates do not become "traditional" college students. Instead, they enter full-time or part-time employment in business, industry or agriculture. Many join the military services. A large percentage are married and have small children before completing a degree. Their transformation from adolescence to adulthood occurs well outside the confines of a traditional college campus. Nevertheless, the perception exists in America that an educated person is a more productive member of our society and that a college degree will help him or her be a more useful and effective citizen.

The educational goal for many "nontraditional" students is one or more academic degrees. Like their traditional college student counterparts, they seek the recognition and benefits derived from achievement of a credible degree which they must achieve, at least in part, through nontraditional means. Their career occupations often provide a rich forum for learning and in-depth knowledge. They want credits awarded based on learning achieved during their job training and work experience or on learning documented by nationally recognized standardized tests. These students may take classes at night or during lunch hours. Some commute to junior or community colleges or participate in courses or programs sponsored in part or wholly by their employer. Classes may be at or near places of employment, some distance away from the main campus of the offering college or university. Many nontraditional students engage in distance learning programs such as independent study through correspondence, television, computer or other media. The nontraditional student is generally studying part time while coping with full-time employment and, often, family and community responsibilities.

Nontraditional learning incorporates "credit programs based on new or unconventional forms of education that are free of time, place, and space limitations typical of traditional classroom-based instruction" (Stewart, et al, 1990, p. 1-7). Commonly used instruments to facilitate programs of nontraditional learning include:

- assessments of experiential learning;
- external degrees;
- evaluations of formal training;
- portfolio development;
- contract learning;
- competency-based curricula; and
- correspondence and other distance learning.

The challenge in higher education is to provide nontraditional students with high-quality degree programs comparable to similar on-campus programs for traditional students. Often these programs are considered "adult" and/or "continuing" education. Stephen Brookfield describes adult education as:

> a transactional dialogue between participants who bring to the encounter experiences, attitudinal sets, differing ways of looking at their personal, professional, political and recreational worlds, and a multitude of varying purposes, orientations and expectations. Central to this transaction is the continuous negotiation of goals, methods, curricula and evaluative criteria. Adult educators are not blank ciphers through whom are uncritically transmitted the demands and wishes of learners, but neither are they authoritarian ideologues who prescribe curricula and methods which are to be considered fixed and immutable. In a fully adult educational encounter all participants learn, no one member is regarded as having a monopoly on insight, and dissension and criticism are regarded as inevitable and desirable elements of the process. (Brookfield, 1985, p. 49)

Brookfield outlines six principles of critical practice in adult education:

- First, participation is voluntary; adults are engaged in learning as a result of their own volition.
- Second, respect for self-worth; an attention to increasing adults' sense of self-worth underlies all educational efforts.
- Third, adult education is collaborative; teachers and learners are engaged in a cooperative enterprise in which, in different times and for different purposes leadership and facilitation roles will be assumed by different group members.
- Fourth, praxis is at the heart of adult education; participants are involved in a constant process of activity, further reflection on activity and collaborative analysis and so on.
- Fifth, adult education fosters a spirit of critical reflection; through education learners come to appreciate that values, beliefs and behaviors are culturally constructed and transmitted, and that they are provisional and relative.
- Sixth, the aim of adult education is the nurturing of self-directed, empowered adults; such adults will see themselves as proactive, initiating individuals engaged in a continuous re-creation of their personal relationships, work worlds, and social circumstances, and not as reactive individuals, buffeted by the uncontrollable forces of circumstance (Brookfield, 1985, p.48).

In essence, adult education is focused on encouraging adult students to become autonomous learners while empowering them with knowledge, skills and understanding needed for working and living in society (Anderson & Kime, 1990, pp. ix-xii).

1

The Genesis of Civilian Education in the Military

The history of the military's educational efforts extends back to General George Washington, who, in 1778, recognized the need to provide basic academic instruction for illiterate, convalescent soldiers at Valley Forge (Wilds, 1938). Army chaplains were made responsible for educating the military. Not surprisingly the *Bible* served as the first text. The debate in the 19th Century seemed to focus on whether enlisted men should engage in formal education. Officers tended to oppose any elaborate scheme of academic schooling for soldiers because they believed the "school of hard knocks" to be the best educational force (White, p. 479). On May 2, 1866, Rep. James A. Garfield proposed legislation requiring the military to establish a system of "post schools." Instruction in those schools was to be "in the common English branches of education," especially in United States history. Garfield's stated purpose for these "schools" was to instill patriotism and provide enlisted men with cultural opportunities as well as to reduce crime and vice rates by eliminating idleness, "the parent of all wickedness" (Congressional Globe, 39 Cong., 1 Sess., p. 2350).

The foundation of current in-service voluntary education programs can be traced to a June 3, 1916, provision in Title 10, Section 1176, United States Code, authorizing "instruction of soldiers in addition to military training:"

> In addition to military training, soldiers while in active service shall hereafter be given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial and general business occupations. Civilian teachers may be employed to aid the Army officers in giving such instruction, and part of this instruction may consist of vocational education either in agriculture or the mechanic arts. (Page 736, United States Code 1946 Edition)

The primary educational philosophy of the World War I military leadership was rooted in the conviction that developing an "educated" force was not their responsibility, but rather the responsibility of the civilian community (Strehlow, 1967). The Young Men's Christian Association (YMCA) provided education programs for servicemembers in the American Expeditionary Force (Munson, 1921). The importance of education for servicemembers seemed to have been forgotten after the Armistice ending World War I.

The real explosion of educational opportunities for servicemembers occurred during World War II with the formation of the Army Institute on December 24, 1941, later changed to the United States Armed Forces Institute (USAFI) in February 1943, after its services had been extended to the Navy, Marines and Coast Guard. Off-duty education programs, many through correspondence, were made available to servicemembers scattered throughout the world. Adult education came into its own in the military.

On June 22, 1944, President Franklin D. Roosevelt signed the GI Bill. The Bill provided for educational benefits for veterans as an award for good and honorable service. In 1993, in anticipation of the Bill's 50th anniversary, Peter Drucker, America's preeminent management guru, expressed his belief that the GI Bill was the beginning of a major shift within American society to a "knowledge society" where knowledge became the primary resource for individuals and for the economy. "The GI Bill of Rights and the enthusiastic response to it on the part of America's veterans signaled the shift to a knowledge society" (Drucker, 1993). James Michener, America's great rapporteur, calls the law implementing the GI Bill "one of the two or three finest the Congress has passed since our Constitution took effect" (Michener, 1993). Cyril Houle, one of America's leading adult educators, found that, through the very struggle for democracy during World War II, adult education—a "new implement for democracy"—had been forged (Houle, et. al., 1947).

"The GI Bill of Rights and the enthusiastic response to it on the part of American veterans signaled the shift to a knowledge society."

— Peter Drucker

While the GI Bill provided educational benefits for veterans, benefits for active-duty servicemembers did not become available until nearly four years later. War Memorandum No. 85-40-1, with Change 1, dated 2 February 1948, is often cited as the forerunner document delineating policy on payment of tuition for extension courses taken by military personnel at a nearby accredited school or college during off-duty time. On May 13, 1954, Congress formally authorized furnishing civilian education for personnel in the Armed Forces through tuition assistance funding. In testimony before the House Armed Services Committee, the Pentagon proponent for tuition assistance appropriations indicated that off-duty education is "not part of his (servicemember's) military training." As part of that testimony, Rep. Robert Carlton Wilson expressed his support for the program:

Historically, the education of servicemembers has been directed more toward the individual as a member of society rather than a part of a military machine.

> "It seems to me that this program is a good encouragement to the GI benefit program. We have been talking about the drop in enlisted rates, and I think this sort of program might very well keep men in the service as long as they have this partial payment by the Government and some encouragement by the Government to complete their education. (Senate Report 1336, p. 5101)

The University of Maryland conducted its first off-campus courses on military installations in Maryland and at the Pentagon beginning the fall and winter of 1946-1947. Ray Ehrensberger, head of the Department of Speech and Theatrical Arts, taught the first course in the Pentagon in public speaking. On October 31, 1949, the University of Maryland established its overseas program in Germany and extended its program to the Far East for the 1951-1952 term (Berry, 1974, p. 214). These events set the precedent for many colleges and universities to establish and maintain off-campus programs on military installations.

Historically, the education of servicemembers has been directed more toward the individual as a member of society rather than part of a military machine. Education has been aimed toward (1) the servicemember as a unique individual, (2) the service person as a member of a specific armed service, and (3) the service person as a member of society at large (Berry, 1974, p. 27).

Some Items of Interest

- *On May 2, 1866, Rep. James A. Garfield proposed legislation requiring the military to establish a system of "post schools." Instruction in those schools was to be "in the common English branches of education," especially in United States history.*
- *The real explosion of educational opportunities for servicemembers occurred during World War II with the formation of the Army Institute on December 24, 1941, later changed to the United States Armed Forces Institute (USAFI) in February 1943, after its services had been extended to the Navy, Marines and Coast Guard.*
- *The foundation of current in-service voluntary education programs can be traced to a June 3, 1916, provision in Title 10, Section 1176, United States Code.*
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2

Beginnings of SOC: 1969-1972

The decade of the 1960s brought rapid change not only to higher education but also to the military. The community college movement spurred massive development of two-year colleges in many states. By then, nearly every post, camp and station had off-campus college programs on their installations. Meanwhile, the Vietnam War was heating up. By 1969, hundreds of thousands of American servicemembers were stationed in the Far East. The anti-war movement manifested itself on many college campuses, protesting American involvement in Vietnam. Reserve Officers Training Corps (ROTC) programs on college campuses served as lightening rods, erupting into confrontations, sit-ins, and, in many cases, violence including burning of academic buildings, destruction of vehicles and shotgun attacks on homes of professors of military science. Attempts by the anti-war movement and its supporters to divorce institutions of higher learning and their students from support of their national government, its Vietnam policies, and its war-making capacities created an atmosphere of hatred, mistrust, and frustration between the military and the higher education community, especially on the traditional college campuses. This keen sense of anger and frustration was felt throughout American society.

Nathan Brodsky, director for Education Programs and Management Training, Department of Defense (DoD), during an informal discussion at the 1971 Annual Spring Convention of the American Association of Junior Colleges (AAJC) meeting in Washington, DC, exhibited these feelings. John Mallan, director of the AAJC Program for Servicemen and Veterans, and Lee Betts, the newly appointed assistant project director, were party to this discussion. Representatives in higher education had chastised Brodsky, an academician working in the Office of the Assistant Secretary of Defense, for slow progress in implementing the new Pre-discharge Education Program (PREP), a program designed to assist undereducated service personnel to prepare before leaving military service for entry into college once off active duty. Lee Betts recalled Brodsky's face being florid, his voice angry and frustrated as he said:

> Why don't you stop criticizing the Department of Defense and do something about the way colleges and universities throw roadblocks at active-duty servicemen who are trying to get a college education!

Betts and Mallan remembered the discussion:

> Having captured their attention with his passion, Brodsky continued his assault on the traditions of academe which, he implied, inhibited highly mobile active-duty service personnel from obtaining college degrees. He criticized college transfer policies that frequently erased many servicemembers' earned academic credits when they transferred from one college to another and residency requirements which too often stipulated that the last 30 hours (or more) must be spent in residence at the degree-granting college. (Betts & Mallan, 1992)

This challenge and atmosphere set the stage for the development of Servicemen's Opportunity Colleges. In a letter dated December 8, 1970, George Benson, Deputy Assistant Secretary for Education, DoD, had already requested AAJC join with his office in extending educational opportunities to service personnel.

To answer this challenge and formal request, AAJC assigned to John Mallan the responsibility for developing a program to facilitate the college education of service personnel. This program, funded by the Carnegie Corporation of New York, was designed to increase significantly the enrollment of Vietnam-Era veterans and active duty service personnel in college programs. Mallan developed a four-phase plan:

This program, funded by the Carnegie Corporation of New York, was designed to increase significantly the enrollment of Vietnam-Era veterans and active-duty service personnel in college programs.

1. Inventory colleges in proximity to military bases regarding present policy positions relative to the specifics of the Department of Defense request.

2. Set up a task force of junior college leaders to explore the issues involved and to design a specific course of action.

3. Have the task force design a draft cooperative agreement and submit it to selected educators for review. Once the draft had been upgraded as the result of this review, submit the revised draft to colleges for action.

4. Develop a publication identifying the specific policies and procedures of each community college regarding the items inventoried. (American Association of Junior Colleges, 1972)

Lee Betts was placed in charge of implementing the plan. During the summer of 1971, Betts drafted the "Inventory of Non-traditional Learning Experiences at Community Junior Colleges." After staff review, he sent it to

approximately 250 community and junior colleges within commuting distance of military installations. Over 100 colleges responded with information on their existing policies and practices vis-a-vis active-duty service personnel, ranging from admission, residency and transfer policies to nontraditional forms of learning and on-site programs and staffing. The survey results provided a valuable information source for the soon to be established task force.

The "Task force on Extending Educational Opportunities for Servicemen" consisted of 16 prominent community college educators ...

The "Task Force on Extending Educational Opportunities for Servicemen" consisted of 16 prominent community college educators: Kenneth Cummiskey, president of New England College (New Hampshire); Seymour Eskow, president of Rockland Community College (New York); James Hinson, president of DeKalb College (Georgia); General (Retired) Louis Kaufman, president of Los Angeles City College (California); Luis Morton, president of Central Texas College (Texas); Harold Shively, president of North Shore Community College (Massachusetts); Charles Whitehead, president of State Technical Institute Memphis (Tennessee); Domingo Arechigo, Laredo College (Texas); Robert Leo, Dallas Community College System (Texas); Betty Pollard, Forest Park (Missouri); Horace Trailer, Miami-Dade Community College (Florida); Dana Hamel, state director of Community College System of Virginia; S.V. Martorana, state director of the Community College System of New York; and Fred Wellman, state director of the Community College Board of Illinois. The Department of Defense appointed 14 of its highest ranking military educators, including Benson and Brodsky (Office of the Secretary of Defense), Colonel Hazel Benn (Marine Corps), Major General Linton Boatwright, Arvil Bunch and Tilton Davis, Jr. (Army), Dorothy Gray (Navy) and Colonel John Sullivan (DoD). In time, the Deputy Assistant Secretary for Education, Richard Rose, replaced Benson as head of the DoD contingent.

A significant number of distinguished educators representing the higher education community and other federal agencies provided valuable guidance and served as advisers to the task force. This group included: Jack Arbolino (College Level Examination Program); Martha Church (the accreditation community); Douglas Conner (American Association of Collegiate Registrars and Admissions Officers); Todd Furniss (American Council on Education); B. Lamar Johnson (University of California, Los Angeles); Leland Medsker (University of California,

Berkeley); Bernard Michael (Federal Interagency Committee on Education); Rex Moon (Academy of Educational Development); Boyd Page (Council of Graduate Schools); Karen Peterson (Carnegie Corporation of New York); Michael Saenz (Laredo College); Warren Troutman (Bureau of Higher Education, United States Office of Education); John Valentine (Commission on Non-Traditional Study); and Kenneth Young (American College Testing, Washington office). Edmund Gleazer, Jr., executive director, AAJC, provided his full support to the effort.

The task force had its first meeting, January 27-28, 1972, at One Dupont Circle, American Council on Education conference room with 40 participants. During its two-day meeting, most substantive progress occurred during meetings of the following three subcommittees: 1) Nontraditional Modes of Study, Seymour Eskow, chair; 2) Residency Issues, Kenneth Cummiskey, chair; and 3) Nontraditional Learning Experiences Among Servicemen, James Hinson, chair. It was the latter committee that recommended the establishment of Servicemen's (Veterans') Opportunity Colleges and that the Department of Defense work with the task force to develop criteria for identifying and publishing a list of opportunity colleges. Opportunity colleges would be those accommodating servicemembers in terms of credits accepted, residency flexibility, scope of programs, and other evidence of support for servicemembers seeking a college education (American Association of Junior Colleges, 1972).

The task force focused on: 1) Nontraditional Modes of Study, 2) Residency Issues, and 3) Nontraditional Learning Experiences Among Servicemen ...

The task force held an informal meeting on the evening of February 29, 1972, in the Holiday Inn, Downtown Dallas, site of the annual AAJC convention (the convention at which the association officially changed its name to the American Association of Community and Junior Colleges). The 14 attending members approved for distribution at the convention a four-page handout describing the task force, its members, goals and responsibilities and summarizing its accomplishments to date. A special subcommittee, consisting of Robert Leo (chair) Dallas Community College District, James Hinson and Fred Wellman, was appointed to work with Betts on the development of more precise criteria for membership in Servicemen's Opportunity Colleges (SOC), along with a cost analysis and financial incentives for participating colleges. The acronym, SOC, had gained acceptance as the program's official nickname. During the 1980s, SOC's name was changed to Servicemembers Opportunity Col-

leges, reflecting a gender neutral title.

On April 27, 1972, the task force convened its second official meeting with 34 members in attendance. It reviewed work thus far accomplished and agreed that colleges would become Servicemen's Opportunity Colleges upon their official adoption of SOC criteria and its inclusion in their college catalogues. (See Appendix A for the AACJC 1972-73 Criteria for Servicemen's Opportunity Colleges.) The task force urged the marketing of the SOC concept through publications and regional meetings. It voted to seek the endorsement of the AACJC Board of Directors and of appropriate officials in the Department of Defense and other agencies.

The task force urged the marketing of the SOC concept through publications and regional meetings. It voted to seek the endorsement of the AACJC Board of Directors and the appropriate officials in the Department of Defense and other agencies.

During May 1972, the AACJC project staff planned and scheduled a series of eight four-hour regional workshops and advertised these workshops to colleges within the regions. In addition, it designed an institutional application form and developed guidelines for SOC membership. It also prepared the first SOC publication, a small green pocket-sized booklet that introduced the SOC concept, task force, advisers and the criteria colleges would have to meet to qualify for a SOC designation.

Lee Betts convened the eight regional workshops as follows: Washington, DC (May 30, 1972); Columbia, SC (June 23, 1972); Austin, TX (June 26, 1972); Kansas City, MO (June 28, 1972); San Francisco, CA (June 30, 1972); New York City (July 7, 1972); Pensacola, FL (July 10, 1972); and Orlando, FL (July 11, 1972). Over 100 colleges and approximately as many military installations were represented at these first SOC workshops. Teams of at least two community college task force members and two DoD representatives were present and participating at each of these workshops.

This rapid, nationwide, marketing effort produced considerable positive interest in the SOC concept. By December 4, 1972, when the first draft *Servicemen's Opportunity College Catalog* was sent to USAFI for publication, 77 community and junior colleges in 28 states had been designated as SOC institutions. During succeeding months the marketing effort continued in a more relaxed manner. SOC presentations were made at the annual meetings of the American Council on Education, American Vocational Association, AACJC and at several state and regional meetings. At the invitation of Robert

Quick, Director of Education Services, Headquarters, Air Force, Lee Betts addressed the Tri-Services European Military Educators Conference, held at the American embassy in London in late April, 1973, to explain SOC and its relevance to military education programs throughout Europe.

On August 2, 1973, the Department of Defense published a special issue of the *Commanders Digest*, focusing entirely on the SOC program. Subsequently, the *Readers Digest* and other major publications gave SOC further national recognition. At the 1974 AACJC convention in Washington, DC, Major General Bernard Rogers, on behalf of the Secretary of the Army, made a special presentation commending AACJC for its leadership in providing educational opportunities to the nation's armed forces.

Under leadership of AACJC and its SOC staff, a foundation was laid for SOC both within the higher education community and Department of Defense.

Under leadership of AACJC and its SOC staff, a foundation was laid for SOC both within the higher education community and Department of Defense. The SOC concept had tangible, workable features: (a) principles and criteria for institutional membership; (b) the rudiments of an advisory committee composed of both a broad cross-section of the higher education and the military communities; (c) a *SOC Catalog* (later referred to as the *SOC Directory*, then the *SOC Guide*) that provides information about each SOC institution; and (d) a national scope encompassing U.S. servicemembers worldwide. It had several missing ingredients, however. First, SOC's institutional membership was limited to community and junior colleges. Second, its financial backing was minimal and its continuity not established. With the demise of USAFI in 1974, any unified DoD education support for off-duty educational programs was uncertain and, for a period of time, without an effective structure to provide it. This magnified the need for a comprehensive SOC consortium to serve as a vehicle to help coordinate voluntary postsecondary educational opportunities for servicemembers. These circumstances laid the groundwork for events that were to occur.

Some Items of Interest

- In a letter dated December 8, 1970, George Benson, Deputy Assistant Secretary for Education, DoD, had already requested AAJC join with his office in extending educational opportunities to service personnel.

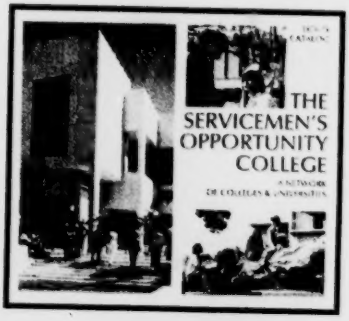
- AAJC assigned to John Mallan the responsibility for developing a program to facilitate the college education of service personnel.

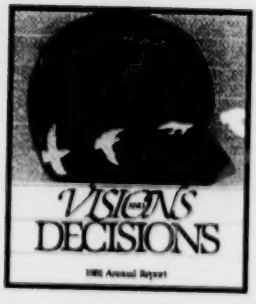
- Lee Betts was placed in charge of implementing the plan. During the summer of 1971, Betts drafted the "Inventory of Non-traditional Learning Experiences at Community Junior Colleges." After staff review, he sent it to approximately 250 community and junior colleges within commuting distance of military installations. Over 100 colleges responded ...

- The task force had its first meeting, January 27-28, 1972, at One Dupont Circle, American Council on Education conference room with 40 participants.

- The task force held an informal meeting on the evening of February 29, 1972, in the Holiday Inn, Downtown Dallas, site of the annual AAJC convention (the convention at which the association officially changed its name to the American Association of Community and Junior Colleges). The 14 attending members approved for distribution at the convention a four-page handout describing the task force, its members, goals and responsibilities and summarized its accomplishments to date. A special subcommittee, consisting of Robert Leo (chair), James Hinson and Fred Wellman, was appointed to work with Lee Betts on the development of more precise criteria for membership in Servicemen's Opportunity Colleges (SOC), a cost analysis and financial incentives for participating colleges. The acronym, SOC, had gained acceptance as the program's official nickname.

- On April 27, 1972, the task force convened its second official meeting with 34 members in attendance. It reviewed work thus far accomplished and agreed that colleges would become Servicemen's Opportunity Colleges upon their official adoption of SOC criteria and its inclusion in their college catalogues.





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3

Consortium Development and Expansion to Include Four-Year Colleges: 1973-1974

Allan Ostar,
executive director of the American Association of State Colleges and Universities (AASCU)

James F. Nickerson,
former president of Mankato State University and first SOC director

By fall 1972, George Washington University had sent an inquiry to the AACJC SOC staff expressing an interest in becoming a SOC institution. Similarly, other four-year institutions serving on military installations expressed interest. AACJC and its SOC staff did not have an appropriate response since SOC's scope was limited to community and junior colleges. The AACJC SOC Task Force recommended in December 1972 that the SOC concept be extended to "four-year institutions in order to insure a continuum of educational opportunities."

Nathan Brodsky approached Allan Ostar, executive director of the American Association of State Colleges and Universities (AASCU) about sponsoring a four-year SOC program. Ostar, a former infantry enlisted man in World War II and correspondence course writer for the United States Armed Forces Institute (USAFI) at the University of Wisconsin at Madison, took this request seriously. The American Council on Education Transfer Group encouraged Ostar to have AASCU serve as the administrative agent to explore the applicability of the SOC principles, criteria, and guidelines to four-year institutions and to promote their acceptance by four-year colleges and universities. AASCU, with the support of a number of the higher education associations represented within the Group, developed a proposal for funding a SOC four-year program similar to the SOC two-year program launched by AACJC. The proposal was presented to the Carnegie Corporation, the Fund for the Improvement of Postsecondary Education (FIPSE), and DoD. The result was that the Carnegie Corporation continued to fund the two-year SOC within AACJC as in the past. FIPSE and DoD, through USAFI, agreed to join the Carnegie Corporation to fund AASCU's proposal to develop an exploratory four-year SOC consortium, beginning in fiscal year 1974. Later, as four-year colleges and universities began their acceptance of the SOC principles and criteria, the ACE Transfer Group and the Carnegie Corporation encouraged the combining of the two-year and four-year SOC consortia into one effort. Following extensive discussions among military and civilian funding sources, a combined SOC was authorized and funded jointly by DoD and the Carnegie Corporation with AASCU as the sole administrative agent, AASCU and AACJC serving as cosponsors and other associations and the military services serving as cooperating agencies.

On August 1, 1973, Allan Ostar called James F.

Nickerson, former president of Mankato State University, at his home in Minnesota and offered him the job of setting up the four-year SOC consortium. Nickerson had a solid philosophical background in adult education and a patient, yet firm, way of dealing with college and university presidents and chancellors. This was no ordinary challenge. The wounds of the Vietnam War were fresh on four-year college campuses. Approaching the leadership of these senior institutions to become active participants in a consortium dedicated to providing education programs to servicemembers was not an easy assignment. Nickerson first declined and then agreed to come to Washington for two months and serve as interim director. In October 1973, he accepted the permanent director's position and remained in it until 1981.

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These early developments in SOC's history were politically awkward for AACJC, AASCU, and ACE. The leadership of these associations, however, cooperatively considered the options that were available and chose the one that allowed for the development of a comprehensive SOC consortium fully supported by the higher education and military communities. Allan Ostar personally involved himself in the major negotiations with OSD, the Carnegie Foundation, and FIPSE. Even though AASCU stood to gain financially over time by serving as administrative agent, Ostar and AASCU stood up for servicemembers and veterans at a time when that was not popular in higher education. Both Ostar and Edmund Gleazer, his counterpart at AACJC, served as willing advocates for education of servicemembers when many others in academic circles shied away from involvement with the military. Perhaps being at the National Center for Higher Education, One Dupont Circle, Washington, DC, isolated AASCU and AACJC Washington staffs from the anti-military feeling on college campuses throughout the nation, but neither Ostar nor Gleazer flinched at being advocates for American colleges and universities serving servicemembers and veterans with education programs suited to their needs. Col. John Sullivan, the education officer in the Office of the Assistant Secretary of Defense, also did much to bring about a lasting understanding in the development of the SOC partnership between higher education and DoD. He expedited matters dealing with contracting and helped in the establishment of SOC operating procedures.

A first step in developing a four-year SOC program

was the appointment of an Advisory Board comprised of representatives of each of the sponsoring associations, the military services, DoD, FIPSE, and chaired by Bruce Dearing, Vice Chancellor for Academic Affairs of the State University of New York. Nickerson served as interim SOC director. Lee Betts from AACJC's two-year SOC program spent a portion of his time developing a four-year SOC program. Nickerson acquired the services of Carlene Harris, former Assistant of the President of the University of New Hampshire, as SOC's first project coordinator and program associate. The Board and the staff reviewed the criteria developed by the AACJC/SOC for two-year institutions (Appendix A) and modified them for application by four-year institutions.

Recognition and acceptance of credit based on learning gained through military training and experience were rare.

At this time, only a few four-year institutions had any experience working with military personnel. For the most part, their policies and practices had been designed to serve traditional resident students or students commuting from immediate area of the home campus. Participation of servicemembers in bachelor's degree programs was complicated by their widely varied backgrounds and level of academic preparation. Typical institutional residency requirements of one or more years to be taken on-campus, preferably in the final year, made completion of programs almost impossible for servicemembers. Recognition and acceptance of credit based on learning gained through military training and experience were rare. Many four-year institutions had no experience using such nontraditional means for awarding credit as CLEP, Advanced Placement examinations, USAFI courses, or ACE's *Guide to the Evaluation of Educational Experiences in the Armed Services*.

The recognition and acceptance of two-year degrees by the senior institutions were spotty at best. Few four-year institutions had much experience in adapting classroom schedules and instructional formats in ways that would accommodate schedules and responsibilities of servicemembers. In order for a four-year institution to be designated as a SOC member, that institution had to come to grips with these issues. Was it reasonable to expect a complex university to apply SOC principles and criteria to the entire institution, or should SOC designation only apply to specific curricula or administrative units? With these and other similar concerns in mind, the criteria were modified and presented to institutions

offering bachelor's degree programs.

The AASCU SOC office initiated contact with over 2,000 four-year institutions, requesting that they examine the SOC criteria and consider joining the SOC consortium. Marketing of the SOC consortia occurred through scores of presentations at professional meetings, a series of regional workshops, and many staff visitations to military installations and educational institutions. By May 1974, 131 community and junior colleges and 121 senior colleges had been designated as SOC institutions and listed in the combined two-year and four-year 1974-75, *Servicemen's Opportunity College Catalog*.

The AASCU SOC office initiated contact with over 2,000 four-year institutions, requesting that they consider joining the SOC consortium.

Some Items of Interest

- *Nathan Brodsky approached Allan Ostar, executive director of the American Association of State Colleges and Universities (AASCU) about sponsoring a four-year SOC program.*
- *The American Council on Education Transfer Group encouraged Ostar to have AASCU become the administrative agent for the 13 national education associations willing to sponsor a SOC four-year program. In turn, AASCU joined with the other association representatives to write a proposal for funding a four-year SOC consortium.*
- *On August 1, 1973, Allan Ostar called James F. Nickerson, former president of Mankato State University, at his home in Minnesota and offered him the job of setting up the four-year SOC consortium.*
- *Nickerson first declined and then agreed to come to Washington for two months and serve as interim director. In October 1973, he accepted the permanent director's position and remained in it until 1981.*
- *Ostar and Edmund Gleazer, his counterpart at AACJC, served as willing advocates for education of servicemembers when many others in academic circles shied away from involvement with the military.*
- *By May 1974, 131 community and junior colleges and 121 senior colleges had been designated as SOC institutions and listed in the 1974-75 Servicemen's Opportunity College Catalog.*

4

SOC Infrastructure

The *Servicemembers Opportunity Colleges Advisory Board Charter* is the consortium agreement to which participating agencies subscribe. In 1980 a legal consultant found the historical record of SOC to be inadequate, particularly regarding the identification of official responsibility for dealing with SOC actions. As a consequence of that finding, the Servicemembers Opportunity Colleges Charter was developed, formally identifying what SOC is about and who the principal actors are. The SOC statement of work for FY 1982 required that a clarification of the governing structure be submitted to OSD by December 31, 1981. The charter fulfilled that mandate (SOC Advisory Board Minutes, May 5, 1982). This charter has been updated periodically to ensure currency. (The SOC Charter, approved by the SOC Advisory Board on January 13, 1983, appears as Appendix B.)

The *Servicemembers Opportunity Colleges Advisory Board By-Laws* provide the procedures under which the consortium operates. (The *Servicemembers Opportunity Colleges Advisory Board By-Laws* are at Appendix C.)

A SOC Advisory Board was constituted with AACJC having four representatives, and AASCU and the cooperating associations having one representative each. The consortium began with the military services and the Office of the Secretary of Defense representative serving on the board in an ex officio capacity. In 1982, the military services (Army, Navy, Air Force, and Marine Corps) each were invited to provide one voting representative for the SOC Advisory Board. On January 10, 1985, the Coast Guard was added with one voting representative. Later, in 1993, the National Guard gained voting representation on the Board. In 1995, the National Association of System Heads (NASH) became a member, with its representative and the representative of the State Higher Education Executive Officers (SHEEO) alternating attendance at Board meetings. The NASH representative will attend in 1996 (SOC Advisory Board Minutes, February 17, 1995). The SOC Advisory Board empowers the SOC Director to oversee SOC institutional membership. Institutions join the SOC consortium for a period of two years after which they must renew their application in two-year membership cycles.

In addition, the Advisory Board approves the *SOC Principles and Criteria* for each two-year membership

period. The Advisory Board has continuously refined and updated *SOC Principles and Criteria* over the succeeding years. This document articulates SOC Principles, SOC Institutional Requirements, SOC Criteria, and SOC Institutional Operating Guidelines. Each institution must subscribe to the *SOC Principles and Criteria* as a prerequisite for institutional membership in the SOC consortium. In essence, SOC Principles embody institutional flexibility with thoughtful development of programs and procedures appropriate to the needs of servicemembers, yet recognize the necessity to protect and assure the quality of educational programs.

SOC Criteria stipulate that institutional policies and practices be fair, equitable, and effective in recognizing special and often limiting conditions faced by military students.

Following are the Principles upon which SOC was founded:

Principle 1. In order to enhance their military effectiveness and achieve their educational, vocational, and career goals, servicemembers should share in the postsecondary educational opportunities available to other citizens.

Principle 2. Educational programs for servicemembers should rely primarily on programs, courses, and services provided by appropriately accredited institutions and organizations, including high schools, postsecondary vocational and technical schools, colleges, and universities.

Principle 3. To enhance access to undergraduate educational opportunities for servicemembers, institutions should maintain a necessary flexibility of programs and procedures, particularly in admissions, credit transfer, and recognition of other applicable learning, including that gained in the military; in scheduling and format of courses; and in academic residency requirements to offset servicemembers' mobility, isolation from campuses, and part-time student status.

SOC Criteria stipulate that institutional policies and practices be fair, equitable, and effective in recognizing special and often limiting conditions faced by military students. As a minimum, each SOC institution:

(1) designs its transfer practices to minimize loss of credit and avoid duplication of course work;

(2) limits academic residency requirements for active-duty servicemembers to no more than 25 percent of the undergraduate degree program and avoids any "final year" or "final semester" residency requirement;

(3) recognizes and uses the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services* (*ACE Guide*) to award credit based on military training courses and experience; and/or credits by the Community College of the Air Force;

(4) awards credit through the use of at least one nationally recognized, nontraditional learning testing program such as the CLEP, ACT-PEP or DSST.

The SOC Criteria constitute an operational framework for each SOC college or university to extend to servicemembers' educational opportunities that are sometimes distinct from common institutional practice. The Criteria ensure the flexibility that is essential to improving the access of servicemembers to undergraduate education. (See Appendix D for the complete 1995-1997 *Servicemembers Opportunity Colleges Principles and Criteria.*)

The Defense Activity for Non-Traditional Education Support (DANTES) became the DoD successor agency to USAFI in the 1975 time period.

The Defense Activity for Non-Traditional Education Support (DANTES) became the DoD successor agency to USAFI in the 1975 time period. DoD began providing support for SOC through the use of a contract to AASCU through DANTES (which NAVY, as agent for DoD, in turn manages). These were difficult times for the SOC staff as indicated in the 1976 *Summary Report to the Carnegie Corporation*:

> Among the frustrating elements were delays in finalizing the SOC contract with DANTES and Navy Procurement. This limited the program to a minimum office operation during the summer of 1976 and caused a necessary postponement of staff recruitment until after signing the contract (February 1975). Much of available staff time of necessity had to be directed to negotiating details of contract, establishing office procedures, methods of accounting and report, and therefore less time was available to discharge the functions of SOC. (SOC, 1976, p.28)

A DANTES representative serves as the Contracting Officers Technical Representative (COTR) charged with

monitoring the contract and work being accomplished by the SOC staff. The SOC Statement of Work undergirds the SOC consortium. For example, on January 13, 1983, Rufus Rose, the DANTES COTR, listed for the SOC Advisory Board members the Board's duties and powers stipulated in the SOC contract:

> (1) to develop and offer policy guidance for the SOC program; (2) to review and approve the SOC Principles and Criteria; (3) to review and make recommendations concerning candidates for the SOC director position when necessary; (4) to form committees; and (5) to review and recommend approval or denial of admissions to SOC membership of institutions that do not meet customary criteria. (SOC Advisory Board Minutes, January 13, 1983, p. 10)

In 1973, the four-year SOC effort was launched with joint funding secured from USAFI and the Fund for the Improvement of Postsecondary Education (FIPSE). The two-year SOC effort along with the Veterans Program continued to be funded through a grant from the Carnegie Corporation of New York. At the end of FY 1974, funding for the original veterans education effort and the two-year AACJC SOC came to an end. Consequently, AASCU and AACJC jointly sought and received funding from the Department of Defense and the Carnegie Corporation of New York "for a combined two-year and four-year education effort on behalf of service men and women and veterans" (SOC Summary Report to the Carnegie Corporation of New York, 1975, p.3). In apportioning support of the project, DoD agreed to contribute approximately 3/4 (by means of a series of contracts) and the Carnegie Corporation 1/4 (by means of a grant). The Carnegie grant was pro-rated over a three-year period (10-1-74 to 9-30-77) contingent upon a continuing effort by DoD. DoD support initially required an annual negotiation of contract. In assigning support costs, no DoD/DANTES funds could be directed to "civilian" activities. Thus, Carnegie funds were used exclusively in the support of the veterans' education function and permitted SOC to co-sponsor, along with the Education Commission of States, a national task force to explore policy and options relative to planning, governing, and funding of the efforts of civilian institutions on behalf of military personnel. The cost of other SOC functions (with the exception of publication of a SOC catalog) were shared, with the major contribution coming from DoD/DANTES (SOC Summary Report to the Carnegie Corporation of New York, 1975,

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pp.3-4). The official SOC Tasks listed in the 1974-1977 grant follow:

1. Recruit additional SOCs.
2. Explore extension of SOC to technical and vocational programs.
3. Explore extension of SOC to graduate programs.
4. Publish and distribute SOC catalog and other materials
5. Encourage better liaison among SOC institutions and military bases in a selected area.
6. Strengthen liaison among SOC and the programs of each service and between civilian institutions and the military services.
7. Provide assistance to DANTES reference information on self-study, external degree and other non-traditional programs.
8. Refine SOC criteria, procedures, and report forms.
9. Explore policies and procedures to monitor institutional compliance with SOC criteria.
10. Provide for a continuing evaluation of SOC.
11. Explore issues, policies, and means for planning, liaison governing civilian education for military personnel.
12. Explore issues, policies, and options for financing civilian education for military personnel.
13. Explore possible civilian applications of SOC.
14. Provide a veteran's education service for institutions. (SOC Summary Report to the Carnegie Corporation of New York, 1975)

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During 1977, the SOC staff of AASCU and AACJC negotiated a new cooperative agreement with the creation of a Policy Board to the SOC Advisory Committee. The Policy Board was comprised of the executive director of AASCU and the president of AACJC and the formation of a management committee consisting of the associate executive director of AASCU, the vice president of AACJC, the director of SOC, and the director of veterans affairs of AACJC. In the agreement, the veterans' program was separated from the combined SOC/veterans project and was given its own budget. The position of SOC Associate Director (veterans) was changed to Director of the Office of Veterans Affairs. A separate

advisory committee was created for the veterans' programs. Both SOC and the Office of Veterans Affairs remained jointly sponsored by AASCU and AACJC and were governed by the above mentioned policy board (OVA & SOC, 1979, p.7). AACJC served as the executive agent for Office of Veterans Affairs while AASCU was the executive agent for SOC. After the Office of Veterans Affairs ceased to exist, there was little need for the policy board. Consequently after 1989, it was no longer used for SOC management.

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During the same period, DoD established a SOC Military Advisory Committee (SMAC) comprised of the military services education chiefs; the director of postsecondary education, OSD; and the director of DANTES; with the director of SOC serving as secretary. It was intended that SMAC would meet quarterly, receive reports from and advise the director of SOC, and develop the work statements for future contracts. (OVA & SOC, 1979, p.7) SMAC never became fully functional. Instead, decisions involving the SOC contract were dealt with by the existing DANTES Working Group. The SOC director was invited to the DANTES Working Group meeting when his presence was needed.

In 1978, the Carnegie Corporation of New York again provided a grant. This time it was for a two-year period with the grant ending on March 31, 1979. The Servicemen's Opportunity Colleges program was awarded $20,000 per year, conditional upon "major support" being committed by DoD (Carnegie Corporation of New York Letter February 10, 1978). Since 1978, the SOC effort has been funded solely through the DoD/DANTES contract.

During the early years, much of the SOC staff's time and energies were devoted to negotiating details of the contract, establishing office procedures, and methods of accounting and reporting.

Nevertheless, the development, maintenance, and refinement of the SOC contract through DANTES to AASCU has provided SOC with relatively stable funding, with its statement of work providing a suitable mechanism that has allowed SOC to operate on a sound basis over the years. During 1979, Rufus E. Rose, Jr. joined the DANTES staff and served as Navy Procurement's Contracting Officer's Technical Represen-

tative for the SOC contract until his retirement on September 3, 1987. Rose established the Higher Education Programs area in DANTES and did much to integrate nontraditional education programs with traditional education programs to achieve greater, better coordinated educational opportunities for servicemembers. At his retirement, Rose stated that his greatest achievement in 37 years of federal service was "the successful integration of the military evaluations program (*ACE Guide*) credit recommendations into the SOC associate and bachelor's degree network curricula" (*DANTES Bids Farewell to a Valued Staff Member*, 1987).

This flexibility of the SOC contract has allowed SOC to expand and maintain its vital role as a principal vehicle to help coordinate voluntary postsecondary educational opportunities for servicemembers.

After Rose's retirement, Cassandra Cherry was selected to serve as the Contracting Officer's Technical Representative for the SOC contract. Cherry came to the position with a wealth of knowledge and experience, having served on the DANTES staff since December 1980. She has worked to make the SOC contract an effective vehicle to serve identified needs and provide the desired services in a quality and timely manner.

Rufus E. Rose, Jr.

Cassandra Cherry

As military services or agencies such as the National Guard Bureau or the Army Recruiting Command needed help from the higher education community, they had the option of requesting SOC to develop and maintain programs dedicated to their educational needs. They could approach DANTES with their request, which in turn would work through Navy Acquisition for an amendment to the SOC contract to meet their needs. This flexibility of the SOC contract has allowed SOC to expand and maintain its vital role as a principal vehicle to help coordinate voluntary postsecondary educational opportunities for servicemembers. It has provided Department of Defense a credible, legitimate agency through which it can work with the higher education community.

The question concerning the sole sourcing of the SOC contract to AASCU was addressed in 1976 when Navy Procurement informed DANTES that the SOC contract was subject to competitive bid. The official 1976 response agreed upon by the higher education associations follows:

> Inasmuch as AASCU and AACJC have been designated by 11 higher associations, with the concurrence of education representatives of OSD and each of the Armed Services Headquarters, as co-sponsors of SOC with AASCU

> to serve as agent for the project, it would appear that the competitive bid requirement is not only inappropriate, but violates the understanding and agreements developed over the previous five years. Any other qualified bidder would need to have the endorsement of the above associations and education officials of the Department of Defense, or show by what means it can equally represent the institutions of higher education which provide voluntary education services to the military.
>
> As co-sponsor and agent for the project, AASCU is now the only designated bargaining agent. (From quotation on page 7, SOC Summary Report, 1 July 1975 through 30 September 1976.)

The sole source SOC contract to AASCU was sustained and continues to the present.

SOC published its first newsletter in December 1976. It was called the *SOC Network News* (Appendix E). SOC has used a variety of news dissemination methods since that time, including interactive teleconferencing.

In 1974, the SOC staff prepared a SOC Catalog *that provided information on SOC institutions. Later, this was converted into a* SOC Directory *and later in 1984 it evolved into the* SOC Guide.

In 1974, the SOC staff prepared a *SOC Catalog* that provided information on SOC institutions. Later, this was converted into a *SOC Directory*, while DANTES published the *DANTES Guide to the Acceptance of Non-Traditional Credit in SOC Institutions*. In 1984, the *SOC Directory* and the *DANTES Guide to the Acceptance of Non-Traditional Credit in SOC Institutions* were combined into the *SOC Guide* to be published every two years. A supplement to the *SOC Guide* is occasionally published on the off-year to ensure currency of available information regarding new SOC institutional members.

DANTES periodically publishes a brochure entitled *SOC-Servicemembers Opportunity Colleges*. This brochure contains information regarding SOC, *SOC Principles and Criteria*, and SOC programs and services. It concludes with a listing of current SOC institutions.

Some Items of Interest

- The Servicemembers Opportunity Colleges Advisory Board By-Laws provide the procedures under which the consortium operates.
- A SOC Advisory Board is constituted with AACJC having four representatives, and AASCU and the cooperating associations having one representative each.
- In 1982, the military services (Army, Navy, Air Force, and Marine Corps) each were invited to provide one voting representative for the SOC Advisory Board On January 10, 1985, the Coast Guard was added with one voting representative. Later, in 1993, the National Guard gained voting representation on the Board.
- In addition, the Advisory Board approves the SOC Principles and Criteria for each two-year membership period.
- A DANTES representative serves as the Contracting Officers Technical Representative (COTR) charged with monitoring the contract and work being accomplished by the SOC staff.
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5

SOC Evaluation

The initial exploratory four-year SOC effort, funded by DoD through USAFI and FIPSE (1973-74), specified that an external evaluation be conducted. The SOC Advisory Board authorized an evaluation through a subcontract with Educational Testing Service (ETS). AACJC shared in the funding of the evaluation to make it cover both the two-year and four-year SOC efforts. The study, directed by an ETS staff member, David Nolan, consisted of three parts: (1) a narrative report of a series of ETS interviews, many of which were on military installations, with college staff, military education staff, and military personnel participating in the SOC program; (2) a suggested design for record-keeping and data collection both at the institutional level and on the national level; and (3) tabulations and interpretations of a mailed information survey of SOC institutions and associated military installations.

ETS made twenty-five site visits. Questionnaires were mailed to 289 locations. Recommendations resulting from the ETS evaluation included: (1) a need for a means to monitor the quality of postsecondary education provided military personnel; (2) a need to look carefully at residency requirements; and (3) a need for one SOC, preferably under a single director, not the two SOC efforts then in place. In general, ETS found the SOC criteria to be adequate. However, there was still much awkwardness and reticence among four-year institutions in accepting the associate degree (even the associate in arts and associate in science) in transfer without major reservations. Most four-year institutions that had joined SOC did not understand or use a "contract for degree" to give their students a tangible degree completion plan. The SOC residency criterion was widely misunderstood and both fiercely defended and attacked in many quarters. The methodology for the acceptance of an institution as a SOC institutional member remained unclear.

On balance, the ETS evaluation study found a remarkable reception of the SOC concept among four-year institutions. The SOC staff, however, needed to make a greater effort to monitor member institutions' conformance with SOC Criteria and to encourage better liaison among institutional and installation representatives and facilitate them in arriving at more equitable and fair distribution of costs of the "extended" education on behalf of military personnel. (James F. Nickerson furnished information regarding the ETS evaluation study from his personal files.)

The original proposal for the combined two-year and four-year SOC submitted in August 1974, included an extensive plan for evaluation of the project. Subsequently in the first year of the combined project, a request for an evaluation proposal was distributed. Five potential contractors responded. After careful study and discussion by a joint ad hoc committee of the Advisory Board, military representatives and several liaison staff from cooperating associations, the award was given to the Center for the Study of Higher Education of the Pennsylvania State University.

Pennsylvania State University was awarded a contract for the evaluation of SOC.

The study involved two phases. Phase I was "to produce the design to be followed in the evaluation, to establish the structure and procedures for its accomplishment, and to develop and field test the instruments by which the needed information would be collected." Phase II was "to complete the evaluation as designed and to produce a report of findings, conclusions, and recommendations to the SOC leadership."

By the spring of 1976, the data instruments were complete, subject to validation in the field and the sampling techniques worked out. Sampling proved to be a formidable task. After considerable study, student sampling through ESO records was rejected and stratified random sampling through institutional records substituted. Even so, institutional records were often unavailable or non-comparable. Added to this was the privacy of personal records conditions imposed by the "Buckley Amendment."

In the late spring of 1976, Penn State was authorized to complete the field testing of the data instruments (questionnaires and interview schedules directed to ESO's, SOC and non-SOC colleges, and to students, including veterans). Validation of instruments and confirmation of sampling procedures were completed at three colleges and four military installations located in the District of Columbia and Middle Atlantic area.

After extended discussions initiated by OSD and service headquarters education officers concerning the cost and the usability of potential data and findings of the Penn State study, it was agreed to postpone completion of the study (Phase II) at least for FY 1976. Among the stated reasons were: the changing functions and

form of SOC; the unusual difficulties encountered in designing sampling techniques; excessively complex and detailed data instruments; too much concern with policies and procedures of voluntary education as it operated on the military installation and too little focus on SOC as a mechanism; the study was too costly. Some considered it more an evaluation of voluntary education programs of the military than of SOC itself.

Penn State did complete the analysis of the data gained from the field tests in 1977 (Martorana, S.V. & Friedman, R. (1977). The conclusions of the field test were illuminating:

Penn State did complete the analysis of the data gained from the field tests in 1977.

- The commitment to voluntary education on the part of high-ranking officials needed to be more effectively broadcast throughout the system.
- Greater professionalism was needed in the choice of education services officers because of their key role.
- Uniform rules and regulations in the collection of data and maintenance of records were needed for voluntary education.
- Base educational leaders and college administrators needed to meet periodically to share their mutual interests.
- Colleges should have periodic discussions with base educational leadership at posts from which they drew students.
- Colleges should be more aggressive on their own interests.
- Colleges should work out cooperative agreements among themselves.
- SOC membership (institutional) information must be better communicated throughout the system, for example, the college and the base.
- More frequent exchanges between and among SOC leadership, campus administrators and military education services officers were needed.
- SOC was the logical central agency to perform the mediating or ambassador role.
- SOC could be more aggressive in enrolling institutions most likely to be comfortable with the SOC format, for example, two-year colleges and former teachers' colleges. (SOC, 1977a, pp. 20-21)

There has been no sentiment to revive this particular evaluation or any similar full scale, third-party, evaluation effort.

6

Application of SOC Model to Non-Military Areas

The SOC staff has been asked from time to time to look at whether the SOC model could be applied to non-military areas.

In 1976 SOC was contacted by the American Institute of Banking to examine whether the SOC network plan could be applied to its extensive set-up of training programs over the country. In 1977, the Peace Corps awarded a contract to AASCU and AACJC asking SOC to assess the educational needs of the Peace Corps and host countries and the capabilities of higher education to serve these needs.

An educator with broad experience in international education, Dr. Albert W. Brown (on sabbatical leave as president of The State University of New York College at Brockport) served as senior consultant for the study. Dr. Brown interviewed more than a score of high-level officials and leaders in international education and service as well as Peace Corps officials and volunteers. Fifteen of them were convened in Washington DC in April 1978, to review a draft report for the Peace Corps and to discuss alternatives and options available to the Peace Corps in seeking a coordinated and systematic strategy for enlisting the cooperation of postsecondary institutions. Although similarities existed between providing postsecondary education opportunities to servicemembers and Peace Corp volunteers, the Peace Corp decided not to expand its efforts in that direction.

In 1978, the SOC staff made a study on how educational opportunities could be made available to the personnel of the National Fire Academy. The SOC director spent some time with the education director of the United Auto Workers (UAW) and Wayne State University officials exploring a possible systems approach to educational services for UAW workers. In the fall of 1978, the SOC staff conducted a series of communications with the Federal Acquisitions Institute.

Similar communications occurred with the AFL-CIO in 1981 and, in the early 1990s, with the Federal Aviation Administration (FAA).

7

Major Issues Addressed During the Nickerson Era (1973-1981)

During the Nickerson tenure, SOC became firmly established as an essential means by which the military services and the civilian higher education community brought their needs, their aspirations and their problems to a common table for consideration and possible action. During these years, SOC funding became more predictable and relatively stable, and working relationships strengthened among the various services and higher education. The SOC staff and SOC institutional members demonstrated, through the development of new programs tailored to specific groups of servicemembers, the elasticity and flexibility of the SOC consortium to meet different articulated needs. SOCAD, followed by the other network systems, proved that close-knit networks of cooperating institutions were viable. On this foundation, with the rapidly increasing application of computer technology and under the leadership of Arden Pratt, first as consultant and later as Nickerson's successor as SOC director, the Army, Navy, and Marine Corps were able to efficiently apply the network systems approach to meet their needs.

Nickerson worked closely alongside a succession of experienced associate directors (Bill Lawson, Harry Miller Jr., and Stuart Huff), each a former community college administrator. The SOC staff was enriched by a talented series of program coordinators or associates including Carlene Harris, Majorie Wickham, Frances Lapinsk and Andrea Baridon. (The latter still serves as a highly valued SOC administrator and historical memory for the SOC consortium.)

In concert with consultants, committees and ad hoc small groups, SOC engaged in a wide variety of activities and issues in the development of SOC. The range of activities required talents well beyond SOC's small staff. Fortunately, the excitement of the project and its possibilities attracted an unusual group of talented consultants through the years. Several came from previous military careers and military service headquarters staffs. Still others were two-year and four-year college administrators, statewide educational system officers, journalists, lawyers, accountants, and evaluators. Two of these consultants, Lawrence Dennis and William Miller, both journalists, served long terms and gave shape to SOC publications and informational materials. Miller still edits many SOC publications as SOC celebrates its 25th anniversary.

James F. Nickerson

The SOC Advisory Board, consistently composed of both dedicated and distinguished representatives of each sponsoring/cooperating association and military service, along with DoD and DANTES, gave sound guidance and direction to the development of SOC. With its staff, consultants and the SOC Advisory Board, SOC updated and upgraded the *SOC Principles and Criteria* periodically, developed a charter and by-laws by which it would be governed, sought out appropriate financial support, visited military installations and educational institutions, encouraged institutions to consider overall SOC membership and, where appropriate, membership in SOCAD, made numerous presentations at professional meetings, both civilian and military, and developed and distributed publications describing and supporting SOC.

Many institutions, particularly four-year institutions, needed to make major changes in policies and procedures in order to accommodate servicemembers.

In SOC's development and marketing, a number of issues arose. Many institutions, particularly four-year institutions, needed to make major changes in policies and procedures in order to accommodate servicemembers. For example, limiting residency requirements to no more than 25% of a program and dropping the traditional requirement of a final year or semester to be taken on campus were almost revolutionary to many faculties. Awarding credit based on standardized test scores and accepting *ACE Guide* credit recommendations for prior learning gained from military service schools and on-the-job experience were very difficult for many faculties and administrators to accept.

Designation as a SOC institution proved troublesome, particularly for the four-year institutions. Committing an entire senior university with its many programs and professional specialties proved inappropriate, if not impossible. Yet, designating major subdivisions within the institution, or specific degree programs which met SOC Criteria, proved difficult and often confusing. Several years elapsed before SOC was able to work out adequate ways to designate specific institutions as SOC members while making it clear in SOC publications those institutions' commitment to SOC.

Nickerson and his staff were not always well received on all campuses. In the early years feelings were still running high regarding the Vietnam War. There was a general distrust of the military on many campuses. And within the military both distrust and anger resulting from anti-war campus demonstrations of the late 1960s and early

1970s remained. This situation led to the banning of the Reserve Officer Training Corps (ROTC) on many campuses. Issues regarding veterans' benefits and the Veterans Administration surfaced often in SOC presentations and discussions. Bridging that distrust and antagonism became a key function of SOC. On the other hand, the end of the draft and DoD's reliance on an all volunteer force brought an increasing focus on education opportunities as a critical recruiting tool. The latter worked to enhance the development of positive relationships between the civilian higher education community and DoD, including the development and expansion of SOC.

... the end of the draft and DoD's reliance on an all volunteer force brought an increasing focus on education opportunities as a critical recruiting tool.

Establishing and verifying the quality of postsecondary education offered servicemembers became an overriding concern for both DoD and the institutions that provided programs on military bases. A number of critical articles appeared in civilian journals which cast considerable doubt on the quality of voluntary education programs on military bases. Perhaps this criticism was unfair, but it created much concern for all parties. Regional accreditation was costly and insufficient; state licensure was even less helpful. Of chief concern were a heavy use of adjunct or temporary staff, minimal library and laboratory facilities, weak ties to and limited supervision by the parent institution, excessive acceptance of credit for service school training and experience, and the atypical institutional formats often required to fit around the servicemember's military schedule. The quality of postsecondary programs on military installations and four other major issues that surfaced during the Nickerson era (1973-1981) are described in more depth in the next five sections.

Section A
Quality of Postsecondary Programs Offered on Military Installations

Early in its history, SOC requested an inquiry and a report from the Education Commission of the States (ECS) dealing with state, institutional and federal responsibilities in providing postsecondary educational opportunity to service personnel. *Final Report and Recommendations: Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunity to Service Personnel* (ECS, Jan. 1977) report was a product of a nationally representative task force appointed by ECS, chaired by Governor Edwin Edwards of Louisiana and with T. Edward Hollander serving as vice chairman. The inquiry and report was jointly sponsored by ECS

and SOC, with travel and production costs funded by the Carnegie Corporation through the SOC grant.

In its summary, the task force explored the educational opportunities for military personnel and affirmed the responsibility of states to assist. It urged (1) a stronger leadership role on the part of the states in conjunction with institutions, regional associations and state agencies to help coordinate and protect program quality; (2) a firm DoD commitment; (3) a better coordination of policies among the services as they affected institutions and recommended the establishment of advisory committees to assist the military and the civilian communities; and (4) the development of more systematic data-gathering to guide the policies and practices that would emerge (ECS, 1977, p. 17).

The ECS Report *brought about SOC Issue Paper Number 1 (March 11, 1977) entitled* Education on Military Bases: The Problem of Quality Control.

The task force and its report helped sharpen awareness of the scope of the voluntary education needs of the military. In general, the military services interpreted the report, however, to be critical of the efforts already made and were wary of some of its recommendations, particularly the development of advisory groups for military installations. However the intent was to be supportive of efforts made thus far and to help bring order out of what was semi-chaos in the pattern of institutional effort (SOC, 1977, p. 18).

The *ECS Report* brought about SOC Issue Paper Number 1 (March 11, 1977) entitled *Education on Military Bases: The Problem of Quality Control*. This issue paper served as a background paper for both the higher education community and the Department of Defense in spelling out the problem of quality control of postsecondary education programs on military bases. Nickerson offered a number of options that could be taken to help ensure quality of on-base programs.

More serious questions about quality and legitimacy came in an article in Change *magazine entitled "The Disgrace of Military Base Programs."*

More serious questions about quality and legitimacy came in an article in *Change* magazine entitled "The Disgrace of Military Base Programs." In this article, Kenneth Ashworth, commissioner of higher education for the state of Texas, and William Lindley, retired Air Force General and dean of continuing education at the University of Texas at San Antonio, asserted that if these programs were subjected to close scrutiny they would be classified as "diploma mills." They found that regional accrediting visits to on-base programs were rare and there was a lack

of standards and review. This Ashworth/Lindley article triggered a long series of charges and rebuttals.

On February 16, 1977, the SOC director sent a rebuttal to the editor-in-chief of *Change*. The rebuttal co-signed by the president of the Council on Postsecondary Accreditation (COPA); the executive director of the National University Extension Association (NUEA); and the director of the Office on Educational Credit (OECC), American Council on Education argued that:

> The Ashworth and Lindley article ... tries to perpetuate the myth that high-level educational accomplishments can only be attained on campus. Such unsupported assumptions have ceased to permeate enlightened educational thinking.
>
> The authors do a grave disservice to both the military and postsecondary education with their unsubstantiated claims regarding the quality of civilian educational programs offered on military bases. They ignore the complexities involved in providing for the unique educational needs of military personnel and instead put forth a number of unwarranted assertions. To imply that institutions providing adult continuing education programs, including ones for military students, do not care about quality is irresponsible. To condemn the validity of outreach programs for adults, the integration of work and education through the award of credit for experiential learning as well as learning achieved in nontraditional settings such as the military, is to completely discount significant major developments occurring in postsecondary education today. (Nickerson, et. al., February 16, 1977, p. 1)

The Ashworth and Lindley article...tries to perpetuate the myth that high-level educational accomplishments can only be attained on campus. Such unsupported assumptions have ceased to permeate enlightened educational thinking.

Less than two years later, in 1979, Steven K. Bailey, a former vice president of ACE, then professor at Harvard University, wrote an essay about "selling academic credentials at cut rates in an increasing cut-throat marketplace" (Bailey, 1979, p. vii). He asked the salient question regarding college programs on military bases: "Quality control: whose responsibility is it—the Congress, the Department of Defense, base commanders, education services officers, participating colleges and universities, state licensing and higher education coordinating bodies, federal agencies, higher education associations, and/or accrediting associations?" The Department of Defense countered by contracting with the COPA to conduct a one-time "case study" worldwide of the education programs existing on military bases. Quite predictably, this study found a variety of practices. Some were praiseworthy while others needed improvement. The conclusions of the case study

were: (1) servicemembers needed to share in the postsecondary educational opportunities available to other citizens; (2) DoD should rely on appropriately accredited civilian institutions to provide these programs; and (3) the programs and procedures of those institutions must be sufficiently flexible to offset servicemembers' mobility, isolation from campuses, and part-time student status. These conclusions echoed SOC Principles and *SOC Issue Paper Number 1*.

The conclusions of the case study were: (1) servicemembers needed to share in the postsecondary educational opportunities available to other citizens; (2) DoD should rely on appropriately accredited civilian institutions to provide these programs; (3) the programs and procedures of those institutions must be sufficiently flexible to offset servicemembers' mobility, isolation from campuses, and part-time student status.

SOC has periodically addressed issues in higher education affecting the military. The SOC staff has taken its advocacy role seriously at the National Center for Higher Education as shown above in dealing with the "quality" issue and other issues that follow.

Section B
In-State Tuition Rates for Servicemembers and their Adult Family Members

The Department of Defense requested assistance from SOC in encouraging each state to consider active-duty servicemembers and their adult family members residing within its state as in-state residents for tuition purposes. A few states already had such policies, but others did not. Those state policies encouraged college-capable military men and women, many of whom were minorities, to go to college while on active-duty. The added benefit was that once they left active service as veterans, those that participated in college while in the military appeared much more likely to go back to college using the GI Bill and other educational benefits accrued while in the military. This situation was highly beneficial to colleges and universities desiring to attract returning veterans as well as to those deserving adults seeking to build productive lives for themselves and their families through education.

The SOC staff surveyed each state in an effort to determine precisely what policies existed and how best to encourage positive change where needed. SOC encouraged each State Higher Education Executive Officer (SHEEO) to take an advocacy role in support of in-state tuition for active-duty servicemembers and their adult family members residing in their state. SOC published an Issue Paper detailing its findings on "In-State Tuition Policies" in 1979. By the 1990s every state except Vermont had some policy favorable to the servicemember with regard to in-state tuition. SOC's role in the 1990s was to

encourage the SHEEOs to maintain those favorable policies. During periods of recession and budget tightening, those policies come under assault. Without help among the SHEEOs and the policy supporters in the various legislatures, searches for short-term state budget gains could overwhelm long-term substantial benefits resulting from in-state tuition policies for service personnel.

Section C
Advisory Councils for Military Educators (ACMEs)

In conjunction with the thrust for in-state tuition policy for servicemembers came the formation within many states of advisory councils for military educators. The precise name of these "councils" differed from state to state. The California Council of Military Educators Association (CCMEA) became one of the most active. Florida, Georgia, Illinois, New Jersey, South Carolina, and Virginia developed active councils. Many other states have some council or committee that meets periodically to discuss education for servicemembers and veterans. The SOC staff in the 1970s and 1980s kept records of which states had active councils and points of contact for each council. In the late 1970s, Israel (Ike) Tribble and Lawrence E. Dennis, working as SOC consultants, devoted considerable effort to the formation and maintenance of ACMEs. During the 1990s DANTES maintained this funtion. But the SOC staff continued to participate in as many ACME meetings as possible. SOC's role was to encourage the development of ACMEs in states that did not have councils and to facilitate ACMEs in existence.

SOC encouraged each State Higher Education Executive Officer (SHEEO) to take an advocacy role in support of in-state tuition for active duty servicemembers and for their adult family members residing in their state.

Section D
Contracts for Degrees and Development of the SOC Student Agreement

One of the options in the initial criteria for SOC institutional membership was to provide a "contract for degree" (See Appendix A). The contract between the college and the servicemember-student provided a tangible degree plan with an academic adviser to guide the mobile servicemember to degree completion. Leon McGaughey, while at the Education Directorate, Headquarters Department of the Army, worked with SOC to develop a standard SOC Student Agreement form for use by all SOC institutions. This served as a forerunner to the SOCAD

Student Agreement which became an important element of the networking systems.

Section E
"Community Colleges" in the Armed Forces

A persistent issue in the evolution of SOC is the tension between federal degree granting and encouragement of servicemembers to pursue civilian associate degrees. The higher education community has generally opposed military issuance of degrees and, in particular, associate degrees. Over the years, political leaders and educators have voiced concerns over the potential power and influence that the military and other elements of federal government could exert over civil education if permitted to do so. On December 23, 1954, the "Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions" was approved in a letter from the Director of the Bureau of the Budget to the Secretary of Health, Education, and Welfare. This policy recognized the existing institutions such as the academies at West Point and Annapolis and their "pattern of undergraduate training." It assigned the Commissioner of Education the "responsibility of determining the appropriate accrediting agency for each Federal installation that maintains an undergraduate degree program." The essence of this Federal policy, still in effect in 1997, is that any Federal agency desiring to grant a degree must meet the following criteria:

The higher education community has generally opposed military issuance of degrees and, in particular, associate degrees

(1) The degree must be essential to the accomplishment of the program objectives of the applying agency.

(2) The degree program in question cannot be obtained on satisfactory terms through existing non-Federal institutions of higher education.

(3) The degree program must meet the standards for similar programs in non-Federal institutions.

(4) Faculty and students must be free to conduct their research activities as objectively, as freely, and in as unbiased a manner as found in other non-Federal institutions of higher education. (Director of Bureau of the Budget Letter, 1954, pp. 1-2)

Ever watchful that the military should not compete with the civilian education process exercised by state, lo-

cal and private agencies, Congress eliminated the funding for USAFI in 1974. Congressional staff personnel and leaders in higher education have, on occasion, questioned the utility of military-issued degrees both in the individual self development of the servicemember and in the life of the future veteran in the civilian world. Congress provides funding for voluntary education beyond that appropriated for military training so that the individual servicemember can improve himself or herself beyond the individual and unit training essential for military mission accomplishment (Title 10, Section 1176, USC; Senate Report 1336 (83-2), p. 11729; Subcommittee Hearing on S.3401, June 21, 1954; Section 2007, Title 10, USC). A major concern is that high priority for military training, legitimate as that priority is, could overwhelm the goals of individual growth and self-development that are primary in voluntary education. Further, the existence of a military training dominated model has strong potential for absorbing the managerial, counseling, and funding resources intended by Congress for voluntary postsecondary education. Still, some in the military training community are attracted by the efficiency and ease of managing associate degree programs in the training process, and by the mission orientation of associate degree programs developed and executed by the Armed Forces. At about the same time as SOC's beginning in 1972, the Air Force, through its training establishment, created the Community College of the Air Force (CCAF).

Ever watchful that the military should not compete with the civilian education process exercised by state, local and private agencies, Congress eliminated the funding for USAFI in 1974.

Given the significant conceptual differences between the two institutions — military training and higher education — it was clear that there would always be contending advocacy for the two approaches. As the two models evolved, SOC and CCAF have coexisted and generally cooperated with each other. As SOC developed programs for facilitating associate and bachelor's degrees from civilian colleges and universities at the invitation of other military services, all services have given their strong and enthusiastic support, including many in the Air Force. Many leaders in the higher education community, however, seriously opposed granting authority to the Air Force training commander to issue associate of applied science degrees. For example, Professor Bruce Dearing of the State University of New York wrote: "... a strict and conservative reading of the 1954 policy leaves some doubt as to whether the criteria for granting degrees by a federal agency are explicitly met by CCAF at this time" (Dearing Letter, November, 15, 1976).

The higher education community, nevertheless, adjusted to the fact that Congress sanctioned CCAF so long as it was limited to the Air Force constituency with its particular technical orientation, college-capable recruits and duty assignments. In fact, as the requirements for joint training increased and more servicemembers from other services that were much like their Air Force counterparts attended and instructed at CCAF-affiliated training schools, there was a willingness to accept the option of CCAF credentials for those servicemembers. Still, the constant tension between the two concepts that has affected SOC as the major proponent in the higher education community for servicemember pursuit of regionally accredited civilian degrees. Some specific details regarding the historical development of these two models follow.

The higher education community ... adjusted to the fact that Congress sanctioned CCAF so long as it was limited to the Air Force constituency ...

In testimony at hearings before a Subcommittee on Appropriations of the House of Representatives for the 1974 Appropriations Bill, a committee staffer (Mr. Flynt) questioned:

> The Department of Defense has recently incurred a lot of expense and trouble in order to develop a new educational concept for community and junior colleges. This educational concept, which is described as "The Servicemen's Opportunity College," will recognize certain community and junior colleges around the country who join the program and who have admission policies that (1) relate to the living conditions of the serviceman, (2) eliminate artificial barriers such as residency requirements which hinder a serviceman's educational progress, and (3) provide special services to meet the special needs of servicemen. It would appear that these colleges will be doing much the same thing as the Community College of the Air Force in that they will recognize military training and education as a legitimate means of obtaining an associate degree. These colleges will also have what is in effect a reverse transfer policy. In order words, the student or serviceman will be permitted to transfer in reverse appropriate credits earned at other institutions back to the original institution in which he enrolled. Is not this "Servicemen's Opportunity College" approach less costly and more acceptable approach in that all of the services can participate? (Hearings before a Subcommittee of the Committee on Appropriations, House of Representatives on Department of Defense Appropriations for 1974,Part 4, Military Personnel, p. 1290)

The Air Force representative (General Lewis) responded in testimony:

> No, sir, we do not feel it is less costly and a more acceptable

approach. The Servicemen's Opportunity College (SOC) and CCAF have several philosophical similarities. Both bear on the problems of mobility. Both utilize the concept of initial instruction in residence, followed by large amounts of "transfer-in" credit from other schools. The essential difference is that CCAF programs begin with accredited Air Force schools, and use other sources to fill in the requirements for 78 certificate programs related to Air Force specialties. SOC colleges generally base their programs on the needs of their local communities or states. The SOC and CCAF concepts are not in competition, and neither could fully replace the other.

The Air Force has worked closely with the Defense Department, the other services, and the American Association of Community Colleges in the development of the Servicemen's Opportunity College concept. Many of the junior and community colleges which have subscribed to the Servicemen's Opportunity College criteria are those which service Air Force bases. We plan to continue our support of the SOC schools and do not consider this support to be inconsistent with the objectives of the Community College of the Air Force. (Hearings before a Subcommittee of the Committee on Appropriations, House of Representatives on Department of Defense Appropriations for 1974,Part 4, Military Personnel, pp. 1290-1291)

On June 25, 1976, the House of Representatives Report No. 94-1305 Conference Report includes a paragraph entitled "Community College of the Air Force" that notes the Senate bill including a provision (Section 602) to authorize the Commander of the Air Training Command to confer academic degrees at the associate level:

The Conferees believe that this authority could promote wider recognition and credibility of the Air Force's skilled training program both within the Air Force and within the civilian community. The House recedes.

Paragraph 9315 of Title 10, United States Code, authorized degree-granting authority:

(a) There is in the Air Force a Community College of the Air Force. Such college, in cooperation with civilian colleges and universities, shall—

(1) prescribe programs of higher education for enlisted members of the armed forces designed to improve the technical, managerial, and related skills of such members and to prepare such members for military jobs which require the utilization of such skills; and

(2) monitor on a continuing basis the progress of members pursuing such programs.

(b) Subject to subsection (c), the commander of the Air Training Command of the Air Force may confer an academic degree at the level of associate upon any enlisted member who has completed the program prescribed by the Community College of the Air Force.

(c) No degree may be conferred upon any enlisted member under this section unless

(1) the Community College of the Air Force certifies to the commander of the Air Force Training Command that such member has satisfied all the requirements prescribed for such degree, and

(2) the Commissioner of Education of the Department of Health, Education and Welfare determines that the standards for the award of academic degrees in agencies of the United States have been met. (10 USCS, 9315)

This passage of degree-granting authority for CCAF, coupled with consideration within DoD to expanding CCAF into a Community College of the Armed Forces, caused considerable concern within the civilian higher education community.

This passage of degree-granting authority for CCAF, coupled with consideration within DoD to expanding CCAF into a Community College of the Armed Forces, caused considerable concern within the civilian higher education community. As the director of SOC, Nickerson, at the SOC Advisory Board Meeting on February 15, 1977, articulated some salient questions and laid out the situation before the SOC Board:

> Is it not fair to assume that we in civilian education have failed substantially in our role? The Air Force has done perhaps more than any of the services to provide for the educational needs of its personnel. Does it say that the Air Force has had to give up on relying on civilian services and is resorting to its own institution for enlisted personnel? Is this what it says to us as civilians, that the Air Force gave up and that the Department of Defense is about to give up on us to produce the kind of programs that can significantly service the military services? That's one way to read it. I'm not alleging that this is so, but I think not to face it at this table and think through what it means to us would be a mistake. For me, as director of SOC, not to lay it before you, to point out that it has happened, would be unwise. Degree-granting authority by CCAF is now fact and I think it is an important development, an important step. That the military is contemplating an Armed Services-wide program clearly impacts this board and its planning. (SOC, 1976)

There seemed at the time to be a prevailing perception that Air Force officers fly the aircraft that "fight the war" for that military service. Its enlisted personnel serve as the technicians who maintain the planes and perform

other technical functions, many of which have some correlation with jobs in the civilian sector. On the other hand, the high-density military occupational specialties for the Army were infantrymen, armor crewmen, field artillery crewmen, air defense artillery crewmembers, and combat engineers. Those military specialties had little correlation with jobs in the civilian sector. In the 1970s the Army felt that a vocational degree in these specialties, even if possible, would be of little value to an Army veteran seeking employment outside the military.

The Army leadership, understanding that its NCO's perform managerial and supervisory functions involving personnel, supplies, equipment, and often budget at unit levels, felt that the enlisted force, particularly in the combat arms and combat support branches, would be served by associate degree programs emphasizing management and management-related disciplines. But those degrees should be offered and awarded by regionally accredited civilian colleges and universities. Hence, an infantryman with a degree in management could readily transfer to the civilian sector with a credential respected by civilian employers.

The Army leadership ... felt that the enlisted force ... would be served by associate degree programs emphasizing management and management-related disciplines.

In 1977, OSD asked the military services whether they favored the establishment of some form of a community college of the Armed Services. The Army education staff, under the leadership of Major General James Pennington, The Adjutant General, and General Bernard Rogers, the Chief of Staff, recommended to the Secretary of the Army, Clifford Alexander, in a decision briefing, that the Army reject the concept. Instead, they recommended that SOC be requested, through AASCU, to network colleges that serve the Army into a system that would meet soldiers' education program needs, concentrating first on combat arms soldiers, and for the Army, internally, to establish a transcript service. Alexander accepted the Army Staff's advice and so responded to OSD. The Navy and the Marine Corps followed the Army in this matter. At this same decision briefing, Alexander also accepted the Army staff's advice to establish an in-Army transcript service which would provide soldiers with an individualized transcript of all their military educational experiences.

The Army, followed shortly by the Navy, and then in 1994 by the Marine Corps, contracted through DANTES with AASCU for SOC to articulate the desired associate and bachelor's degree programs among accredited civil-

ian institutions that serve on or near their military installations. Consequently, instead of degrees issued by their military service, soldiers, sailors, and marines earn degrees from accredited civilian colleges and universities. In 1977, Colonel Robert Waggener, the Army's Director of Education, described this initiative in these terms:

> If we pull this off, it will be one more step in the evolution of SOC because we're asking a number of schools to accept a common curriculum program and offer this program worldwide. As the soldier moves, the program moves right with him. There is a wrinkle in the traditional SOC contract agreement that we're viewing now because we're asking them to have complete faith in the transferability of credits among schools who subscribe to this program; complete acceptance of non-traditional educational experiences through the DANTES system; complete acceptance of the *ACE Guide* recommendations along with minimum residency requirements. I asked for (the SOC Student Agreement be made between the college and the soldier after the student has taken no more than) six hours. I will probably have to compromise and raise that up somewhere above six.... (SOC, 1977)

The Army, followed shortly by the Navy, and then in 1994 by the Marine Corps, contracted through DANTES with AASCU for SOC to articulate the desired associate and bachelor's degree programs among accredited civilian institutions that serve on or near their military installations.

To complement the Servicemembers Opportunity Colleges' degree programs, the Army established the Army/American Council on Education Registry Transcript System (AARTS) to help civilian college and university officials evaluate credit earned by solders through nontraditional means while on active military duty. AARTS transcripts contained American Council on Education (ACE) credit recommendations for learning acquired through formal service school courses, MOS experience, and college-level standardized tests, including CLEP, DSST, SAT, and ACT/PEP. AARTS transcripts were designed to resemble official college transcripts and contain the seals of both the Army and ACE. The American Association of Collegiate Registrars and Admissions Officers (AACRAO) endorsed AARTS. AARTS transcripts became available for active-duty soldiers who entered the Army on or after October 1981 and remained on active duty on or after January 1984. This service provided by the Army facilitated the blending of credits based on nontraditional education methodologies with traditional degree programs offered by civilian colleges and universities throughout the United States.

During the 1990s, the issue of expanding CCAF into a Community College of the Armed Services resurfaced. Within the military training community, some leaders considered that language contained in Paragraph 9315 of Title

10, United State Code stating that CCAF, "in cooperation with civilian colleges and universities, shall prescribe programs of higher education for enlisted members of the armed forces" gave the Air Force license to expand CCAF into a community college for all enlisted personnel without further Congressional authorization. Robert H. Atwell, president of the American Council on Education, wrote the Secretary of Defense (Atwell to Aspin, November 9, 1993; Atwell to Perry, February 24, 1994) "expressing concern about options being considered for establishing or modifying military community colleges that grant associate degrees." The OSD responses to Atwell's letters (Aspin to Atwell, Jan. 28, 1994); Dorn to Atwell, June 7, 1994) contained the same message: "there is no plan to expand or modify degree-granting authority beyond that granted by Congress." As Chair of the SOC Advisory Board, Dr. T. Benjamin Massey, President of the University of Maryland University College, wrote General John M. Shalikashvili, Chairman of the Joint Chiefs of Staff, on March 29, 1994:

To complement the Servicemembers Opportunity Colleges' degree programs, the Army established the Army/American Council on Education Registry Transcript System (AARTS) to help civilian college and university officials evaluate credit earned by solders through nontraditional means while on active military duty.

> I join President Atwell in believing that such an expansion of federal degree-granting authority at the associate level for the military would be a backwards step in DoD efforts to ensure opportunities for personal self-development for members of the military services as distinct from the training needs that are appropriately provided by the individual services.

The question regarding the intent of Congress regarding expansion of CCAF was addressed directly during the debate of the FY 96 DoD Authorization Bill. The Conference Committee report stated:

> The conferees do not consider expanding the CCAF as an appropriate means of establishing a defense-wide community college. If the Secretary of Defense believes that establishment of a defense-wide community college is appropriate, he should forward such a recommendation, complete with justification, to the Congress. (H14694, Congressional Record-House, December 13, 1995)

The FY 96 DoD Authorization Act, signed by the President of the United States on February 10, 1996, contained Section 1078 "Scope of Education Programs of Community College of the Air Force" which resolved the issue of congressional intent:

> (a) Limitation to members of the Air Force. - Section 9315(a)(1) of title 10, United States Code, is amended

by striking out "for enlisted members of he armed forces" and inserting in lieu thereof "for enlisted members of the Air Force."

(b) Effective Date: - The amendment made by subsection (a) shall apply with respect to enrollments in the Community College of the Air Force after March 31, 1996. (H14452, Congressional Record-House, December 13, 1995)

The question regarding the intent of Congress regarding expansion of CCAF was addressed directly during the debate of the FY 96 DoD Authorization Bill.

As of this writing, the issue of associate degree granting by the military has been considerably clarified, but remains an important issue. Congress has made it clear that expansion of the military-issued degree model is not to be done without its sanction and cannot take place without a coordinated approach from DoD to the Congress. The services, except Air Force, have clearly rejected military-issued associate degrees in favor of civilian degree programs for servicemembers and veterans. There remains, however, a concern that personnel from other services who attend or instruct at Air Force training schools should have the option of a CCAF credential. SOC, to the extent it has influence in the higher education community on the issue, has supported this option for servicemembers who are much like their Air Force counterparts.

The basic issue of military vs. civilian associate degrees will continue to arise from time to time. In the meantime, SOC continues to develop and refine civilian degree networks for servicemembers and seeks to coexist as constructively as possible with the CCAF, the only military-issued associate degree program permitted by the Congress.

Some Items of Interest

- SOC Principles and Criteria became institutional policy and practice. Within 20 years, what had once been revolutionary became commonplace policy and procedures for colleges and universities serving adult students.

- By the 1990s every state except Vermont had some policy favorable to the servicemember with regard to in-state tuition. SOC's role in the 1990's was to encourage the SHEEOs to maintain those favorable policies. During periods of recession and budget tightening, those policies come under assault.

- SOC worked to develop a standard SOC Student Agreement form for use by all SOC institutions.

- In 1972, the Air Force began the development of the Community College of the Air Force.

- In 1977 there seemed to be a prevailing perception that Air Force officers fly the aircraft that "fight the war" for that military service. Its enlisted personnel serve as the technicians who maintain the planes and perform other technical functions, many of which have some correlation with jobs in the civilian sector. On the other hand, the high-density military occupational specialties for the Army were infantrymen, armor crewmen, field artillery crewmen, air defense artillery crewmembers, and combat engineers. Those military specialties had little correlation with jobs in the civilian sector. In the 1970's the Army felt that a vocational degree in these specialties, even if possible, would be of little value to an Army veteran seeking employment outside the military.

- OSD asked the military services to consider the establishment of the Community College of the Armed Services. The Army education staff, under the leadership of General James Pennington, The Adjutant General, and General Bernard Rogers, the Chief of Staff, recommended to the Secretary of the Army, Clifford Alexander, in a decision briefing, that the Army reject the concept. Instead, they recommended that SOC be requested, through AASCU, to network colleges that serve the Army into a system that will meet soldiers' education program needs, concentrating first on the combat arms soldiers, and for the Army, internally, to establish a transcript service.

- The Army, followed shortly by the Navy, and then in 1994 by the Marine Corps, contracted through DANTES with AASCU for SOC to articulate the desired associate and bachelor's degree programs among accredited civilian institutions that serve on or near their military installations.

8

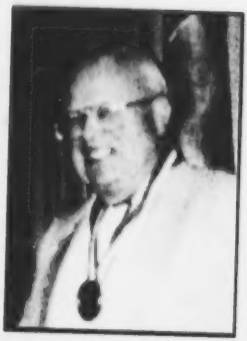
Development of SOC Network System: The Arden Pratt Legacy

As civilian higher education's alternative to "military community colleges," SOC developed during the late 1970s and the 1980s highly coordinated degree networks of regionally accredited civilian colleges and universities. The concept was to incorporate SOC's *Principles and Criteria* into network systems that would promote and encourage degree completion by soldiers and sailors at civilian institutions. The concept became reality under the leadership of Arden Pratt who, first as a consultant, and then as SOC director, conceived, designed, developed and implemented SOCAD and SOCNAV.

Section A
Early Development of SOCAD

In the past, the military student often found it extremely difficult, and at many installations, impossible, to complete a job-related associate degree with a civilian college or university. The normal rotational cycle of the soldier often precluded the completion of a degree at one site. It was with this in mind that the Servicemembers Opportunity Colleges Associate Degree (SOCAD) system was designed. The Army requested that SOC develop and implement a system that would allow the soldier to:

1. Receive a degree that was related to his or her military occupational specialty (MOS).
2. Guarantee a minimum residency requirement.
3. Have courses offered on an installation on a rotational basis with schedules that would allow a student multiple opportunities to enroll.
4. Receive optimum credit for service experience such as learning in the MOS and military schools based on recommendations made by the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services* (*ACE Guide*).
5. Avoid the loss of credit due to the soldier's movement to another assignment by affording optimum transferability. (Karasik, Huff, & Pratt, 1981)



Arden Pratt

The Army conducted an analysis of several hundred MOS areas. A clustering of these resulted in a number of potential associate degree programs; 21 of these areas were selected for development. These included 50 MOSs for warrant officers and 112 for enlisted soldiers.

In December, 1979, all Army Education Services Offic-

ers (ESOs) were asked to conduct a survey to determine the locations of troop concentrations with MOSs related to each curriculum area. Along with the number of soldiers in each MOS, ESOs also were requested to provide the names of colleges offering programs or those potentially able to offer programs to fulfill the curriculum requirements at that installation. Simultaneously, the Army conducted an analysis of MOS population data supplied by the Military Personnel Center to determine the numbers of troops worldwide in each MOS area and the normal rotational pattern of these soldiers. From this study, a total of approximately 163,000 soldiers were found to be eligible for an associate degree program and rotational patterns were established for them. When the data from the ESOs and from the Army were matched, priority locations were selected for implementation of the first SOCAD curriculum (Karasik, Huff, & Pratt, 1981).

An important element in the design and the ultimate success of the program was to match a college that offered an appropriate program to the installation that had a sufficient troop population to support that program. The cooperation between the Army installation and the college offering the SOCAD curriculum formed a network pair. Each pair was linked with other similar paired locations to form a curriculum network in a specific associate degree area. This pairing and networking on a worldwide basis formed the structure of the SOCAD program.

The cooperation between the Army installation and the college offering the SOCAD curriculum formed a network pair.

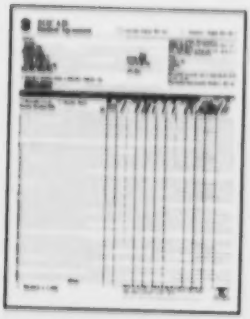
For each of the 21 technical curriculum areas identified by the Army, the Office of Education Credit and Credentials (OECC) of the ACE convened a team of five to eight curriculum specialists representing the colleges deemed most likely to be involved in delivering the curricula. Each of those teams, joined by one to three warrant officers or senior noncommissioned officers from the Army, identified the major educational elements necessary to be included in quality associate degree programs. To complete the formulation of the curriculum, the elements identified for each were then organized into a group of courses which seemed to have the optimum commonalty among the requirements of the colleges. These courses were designated as the common curriculum (Karasik, Huff & Pratt).

For a particular curriculum to be offered on an installation, the process began when the Army identified the need. The Army then directed SOC to invite specific col-

In addition to adherence to the general SOC Principles and Criteria, *the colleges were asked to agree to negotiate an agreement with each student in the curriculum setting forth credits awarded and requirements to complete the degree, to provide necessary advisement and counseling, to offer flexible class scheduling, and to offer courses in appropriate sequence to enable degree candidates to meet the requirements.*

leges to join appropriate networks and complete a SOCAD network membership agreement. To be eligible for SOCAD network membership, the college had to be a member of SOC. In practice, the SOC colleges agreed to employ admissions procedures that ensure access, to evaluate nontraditional learning and award appropriate credit, to facilitate requests for inter-institutional transfer and acceptance of appropriate credits, to provide flexible residency requirements for degree completion not to exceed one-fourth of required credits, to provide appropriate personnel and policies supporting the service member pursuing an educational goal, and to provide educational services for veterans (Karasik, Huff, & Pratt, 1981).

In addition to adherence to the general *SOC Principles and Criteria*, the colleges were asked to agree to negotiate an agreement with each student in the curriculum setting forth credits awarded and requirements to complete the degree, to provide necessary advisement and counseling, to offer flexible class scheduling, and to offer courses in appropriate sequence to enable degree candidates to meet the requirements. The SOCAD membership agreement also asked the institution to submit its curricula equivalent to the common curriculum. The institution's curriculum was shown on a course-by-course grid on the SOCAD Student Agreement form. The institution also was asked to identify an MOS directly related to the curriculum and to illustrate how it planned to follow the recommendations of the *ACE Guide* in the recognition of and awarding of credit to a typical holder of that MOS (Karasik, Huff, & Pratt, 1981).



SOCAD
Student Agreement

When the completed SOCAD Student Agreement form was submitted to the SOC office, the SOC staff assessed the degree of match of the college's curriculum with the common curriculum, the degree to which the proposed award of credit for MOS experience followed the *ACE Guide* recommendations (as evidence of intent to award credit for MOS experience), the clarity of the display of the institution's degree requirements, provision for meeting residency requirements, and other information useful to the counselor in working with the student. Agreements that met all expectations led to a formal notification that the institution had been accepted as a part of a SOCAD curriculum network to offer the curriculum on the Army installation specified. Immediate follow-up with an institution occurred when one or more of the agreement elements did not meet the expectations for mem-

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bership in the network. In most instances, negotiation between the SOC staff and the SOCAD institutional point of contact achieved resolution of any shortcomings (Karasik, Huff, & Pratt, 1981).

To insure that the SOCAD program would meet the needs of the soldier population, SOC and the Army conducted a series of scheduled events to insure field involvement, including both Army and institutional participation. The first of these was a conference in April 1980 in St. Louis, Missouri, which accumulated responses and input from several hundred individuals in the areas of marketing, quality assurance, data collection, and the design of a counselor handbook. Their recommendations were used and incorporated into the development of the program to that stage. In September 1980, a series of six regional meetings was held in various parts of the U.S., again involving both Army and institutional representatives (Karasik, Huff, & Pratt, 1981).

To insure that the SOCAD program would meet the needs of the soldier population, SOC and the Army conducted a series of scheduled events to insure field involvement, including both Army and institutional participation.

Based on the recommendations and ideas from these meetings, the working drafts of a *SOCAD Handbook* and the Student Agreement Form were developed and sent to the field for implementation at the beginning of 1981. This working draft *Handbook* included the curriculum exhibits of all the colleges that had been accepted into the networks at the time of the printing. The *Handbook* was in loose-leaf format, designed to be a dynamic, changing, work-centered document.

Section B
Further Development of the SOCAD Network System

By the end of 1978 the SOCAD system was composed of 74 participating institutions, chiefly, but not exclusively, junior and community colleges. There were three types of institutional membership in SOCAD. Type I were institutions that did not offer instruction on military installations but made special effort to identify and counsel local service-bound students. Type II were institutions that provided instruction on installations in the continental United States. Type III were institutions that served on Army bases in overseas commands (OVA & SOC, 1979). The process of categorizing SOC network institutions by "type" would fade. Later, SOC would categorize them by "delivery option" (discussed later in this section).

... the Army expressed a requirement for associate degree programs that emphasized general education and nontraditional credit awarded on the basis of the ACE Guide and testing in addition to programs that could be grouped in technical and management networks.

While most of network development focused on technical and management curriculum areas, the Army expressed a requirement for associate degree programs that emphasized general education and nontraditional credit awarded on the basis of the *ACE Guide* and testing in addition to programs that could be grouped in technical and management networks. In response, SOC established the Flexible Network. Associate degree programs meeting the following criteria were listed in the Flexible Network:

- The institution required no more than 65 semester hours or 97 quarter hours for degree completion in any curriculum offered within the Flexible Network;
- The institution required as prescribed courses no more than 50 percent of the total credits required for the degree completion in any curriculum offered within the Flexible Network;
- The institution included a minimum of 50 percent of the total required hours in learning experiences within the Flexible Network;
- The institution awarded credit for service schools and military experience as recommended in the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services.*

The development of the bachelor's degree systems in 1987 [Bachelor's Degrees For Soldiers (BDFS), later renamed SOCAD-4] required the associate degree systems to articulate two-year programs into four-year programs.

The development of the bachelor's degree systems in 1987 [Bachelor's Degrees For Soldiers (BDFS), later renamed SOCAD-4] required the associate degree systems to articulate two-year programs into four-year programs. The Flexible Network contained some associate degree programs that could be articulated into four-year programs, and some that could not. Therefore, the network was split between those associate degree programs that contained sufficient general education to articulate into four-year programs and those associate degree programs that did not have the amount and/or the flexibility within their general education requirements to provide guaranteed transferability. The criterion used to split the Flexible Network was a minimum of 30 semester hours or the equivalent of General Education courses, not including Physical Education and Health. Programs that met this criterion formed the new Interdisciplinary Studies Network. Those curricula that did not meet this criterion formed the General Studies Network in SOCAD-2. No guarantees existed regarding the articulation of the as-

sociate degrees included in the General Studies Network with any four-year program. The term "Flexible Network" ceased to exist within SOCAD.

The Interdisciplinary Studies Network consisted of curricula characterized by flexibility in which General Education courses make up a large portion of the requirements. Each curriculum also contained a large number of general education courses and free electives. Examples of degree program titles included: Interdisciplinary Studies, Individualized Major, and Social Science. Students who completed an associate degree in any SOCAD-2 were guaranteed to receive in transfer or be awarded a minimum of 45 percent of the degree requirements when enrolling in a related SOCAD-4 bachelor's degree curriculum, within the stated limitations of the specific curricula found in the *SOCAD-4 Handbook*.

During FY 1978, SOC began its exploratory development of associate degree programs modeled after SOCAD for several Navy ratings.

Section C
Development and Implementation of SOCNAV

During FY 1978, SOC began its exploratory development of associate degree programs modeled after SOCAD for several Navy ratings. Networked programs specially developed to maximize an area of specialized military training were initially called SOC technical education networks. Agreements on curricula were first reached in mechanical maintenance, food service management, and electronics. The SOC Work Statement for FY 81 directed the Servicemembers Opportunity Colleges (SOC) to continue the exploration of the SOCAD network plan developed for Army as it might be applicable to the other services. By agreement among the service representatives, DoD and SOC, it was agreed that the exploration for FY 82 would be focused on Navy.

During the First Quarter of FY 1982, SOC completed a feasibility study regarding the initiation of SOC network systems similar to SOCAD on Navy bases. (See Report on the Feasibility of Initiating SOCAD-Type Programs on a Pilot Basis for Navy, December 15, 1981, Appendix F)

During the First Quarter of FY 1982, SOC completed a feasibility study regarding the initiation of SOC network system similar to SOCAD on Navy bases.

At the May 5, 1983, SOC Advisory Board Meeting, Robert Stauffer, consultant for extending SOCAD to the Navy, noted that he had visited a number of Navy Campus Consortium members and had done considerable work in laying the groundwork for this initiative. Due to the unanticipated departure of Stauffer, David Eyler had as-

sumed responsibility for SOCNAV development by January 1984. At the January 12, 1984, SOC Advisory Board meeting, Eyler stated that:

> During fiscal year 1984, at least two networks involving at least two colleges will be recommended to CNET (Chief, Naval Education and Training) for initial SOCNAV participation; that in FY85, at least two more network college pairs will be recommended, while further development of additional networks and curriculums is continuing. (SOC Advisory Board Minutes, January 12, 1984, p. 7)

A student participating in any SOC degree network may request an official evaluation of all prior learning at any time after he or she is eligible.

By January 1985, thirteen colleges in three SOCNAV networks were operating on Navy bases around the world. The first *SOCNAV Handbook* had been printed and distributed to the field in October-November 1984 time frame. By January 1986, the number of SOCNAV colleges had risen to 26 operating in six networks. In 1987 SOCNAV consisted of 30 colleges in seven networks. About 75 percent of SOCNAV students were sailors in the grade of E-4 through E-7.

Eyler remained as the SOCNAV Project Director until the arrival of Edward McKenney in July 1990. McKenney had recently retired from the Navy and his last assignment was at the Naval Academy in Annapolis, Maryland.

Section D
A "Contract" between College and Servicemember

The request for an official evaluation automatically causes the college or university to issue a SOC Student Agreement.

A student participating in any SOC degree network may request an official evaluation of all prior learning at any time after he or she is eligible. Institutions may require up to six semester hours of course work with the college or university before an official evaluation is conducted. The request for an official evaluation automatically causes the college or university to issue a SOC Student Agreement. It is the responsibility of the student to request that all transcripts and other necessary documents be provided the college or university that is conducting the official evaluation. The institution that conducts the official evaluation and issues the Student Agreement is the "home college" for that soldier, sailor or family member.

The Student Agreement reflects credits awarded or transferred in by the home college based on the student's prior learning. It then serves as the student's academic plan showing precisely what courses and requirements still must be fulfilled. In essence, it is a contract for the

degree between the home college and the student.

Guaranteed transfer always moves back to the home college. However, those transfer guarantees are valid only after the Student Agreement is issued. All institutions that are members of SOC network systems have agreed to issue a Student Agreement on the standard SOC form for each student who applies for an official evaluation in a program that is part of a SOC system network.

For the SOC systems to work for the servicemember-students for whom they are designed, it is imperative that home institutions comply with their obligation to issue SOC Student Agreements when their students become eligible for them.

The Student Agreement ... serves as the student's academic plan showing precisely what courses and requirements still must be fulfilled. In essence, it is a contract for the degree between the home college and the student.

Section E
Degree Delivery Options

In blending traditional and nontraditional postsecondary education, SOC continuously identified and explored educational programs, systems, courses and processes that encourage and assist servicemembers in thinking and acting independently and in concert with others. High quality independent study and distance learning degree programs offer this type of encouragement and assistance. Their integration into SOCAD-2, SOCAD-4, SOCNAV-2, and SOCNAV-4 systems in 1988 increased student learning opportunities.

Often servicemembers are unable to participate in traditionally delivered courses and programs. Alternative delivery educational programs allow students to participate while being physically located at isolated military sites or on board ships around the world.

By 1987, three degree delivery options had become available within the SOC network system:

- **Traditional Delivery Option** consisting of curricula normally provided through classroom-based instruction and requiring some academic residency for graduation.
- **Alternative Delivery Option,** an external degree option, consisting of those curricula in which the college or university delivers instruction through some type of independent study, requiring some academic residency for graduation.

- **Learning Assessment Option** consisting of curricula that require no academic residency for graduation. The degree may be based entirely on college credits derived from evaluation of learning from other sources or transfer of credit from other institutions.

Servicemember-students and institutions can be confident that the Alternative Delivery and Learning Assessment Options are, in fact, viable options for offering and receiving high quality education.

Once degree programs in the Alternative Delivery Option were integrated into the SOC network system, SOC began to identify independent study courses (ISC) that were comparable with traditional courses. These courses were integrated into the *Handbooks*. Students were able to participate in specific ISC courses with full expectation that credits received would fulfill certain degree requirements. SOC worked closely with DANTES in ensuring that external degree programs listed in its *Guide to External Degree Programs* were integrated, where possible, in SOC's Alternative Delivery and Learning Assessment Options. Likewise, SOC began coordinating its independent study course selection with DANTES and cross-referenced specific courses with *DANTES Independent Study Catalog* entries. Later, SOC dropped its separate Independent Study Course Transferability Tables from its handbooks and relied simply on cross-referencing in the DANTES *Independent Study Catalog*.

Servicemember-students and institutions can be confident that the Alternative Delivery and Learning Assessment Options are, in fact, viable options for offering and receiving high quality education. All colleges and universities in these options are regionally accredited. Their programs are selected because of (1) their relevance to specific SOC networks, (2) the interest of the institution to work with servicemembers and to comply with *SOC Principles and Criteria* and the institutional requirements for membership in SOC's networking systems, and (3) their reputation for meeting the ACE's *Principles of Good Practice for Alternative and External Degree Programs For Adults*.

One of adult education's primary goals is to encourage adult students to become autonomous learners ...

Even though the academic atmosphere of the traditional classroom with its face-to-face interpersonal contacts may be lost or lessened through the alternative delivery or learning assessment options, this methodology may help servicemember-students develop into "autonomous learners." One of adult education's primary goals is to encourage adult students to become autonomous learners while empowering them with knowledge, skills and understanding needed for working and living in society.

Colleges and universities in the traditional delivery option blend credits earned through nontraditional methodologies into relatively traditional classroom-based degree programs, and external degrees earned through distant learning methodologies blend credits from traditional classroom instruction into nontraditional degree programs. For many servicemembers and veterans, nontraditional programs are the programs of choice. Their integration into an overall networking system is important for the military student.

Section F
SOC Course Categories

The key to establishing comparability among courses offered by participating SOC network institutions and guaranteed transferability was the use of SOC course categories. The SOC staff, through detailed curriculum analysis, identified compatible courses offered by participating institutions in specific curriculums. SOC established a SOC course category number and placed courses that closely compare in course content into specific course categories. Curriculum exhibits in the *Handbooks* for all programs included in the SOC network systems showed SOC course category numbers associated with specific course requirements that compose the degree program.

SOC established a SOC course category number and placed courses that closely compare in course content into specific course categories.

The SOC staff distributed course descriptions to all participating institutions in order that each institution could assure itself that SOC had, in fact, established proper course comparability with its own courses and could object to courses from other institutions in the SOC course categories that they deemed inappropriate for a specific category. Once comparability was established and agreed to by network member institutions, the courses were displayed in Transferability Tables found in the appropriate SOC network system handbooks. Member institutions guaranteed transferability of courses within SOC course categories.

By this methodology, academic advisers and education services counselors, worldwide, were able to help servicemembers complete their degree programs with surety.

SOC curriculum specialists have been heavily engaged in improving and expanding SOC's articulation of categories and refinement of networks. SOC began with articulating only major area and related courses. In the early 1990s, SOC curriculum specialists began categorizing

Many individuals helped make the SOC network systems possible. Col. Robert Waggener, Tilton Davis, Leon McGaughey, and others in the Army, Frances Kelly in the Navy, and, more recently, Gregory Shields in the Marine Corps saw the need and guided their military services into providing SOC network systems for their servicemembers.

general education courses and adding these categories to the Transferability Tables for guaranteed transfer among participating institutions. This process took several years to articulate.

In addition, SOC curriculum specialists assigned SOC course category numbers to specific ACE credit recommendations found in the *ACE Guide* for military occupational specialties, rates and ratings; for standardized tests such as CLEP; ACT/PEP; and DANTES SSTs; and for CYBIS (formerly PLATO) courses found in the *National Guide*. SOC curriculum specialists also categorized CCAF courses listed in the CCAF College Catalog. By November 1993, the SOC curriculum specialists had begun categorizing *ACE Guide* credit recommendations for military training courses. Until 1994, credit recommendations of these sorts were contained in Section 3 of the SOC network handbooks. Beginning in 1994, they were contained in a Supplement to SOC systems handbooks. Official evaluators of SOC network colleges and universities use the SOC category number as a guide in considering whether credits obtained through nontraditional means will, in fact, fulfill specific degree requirements. Only courses found in the Transferability Tables are guaranteed to transfer among SOC network institutions.

Section G
Those Who Made It Happen

Many individuals helped make the SOC network systems possible. Col. Robert Waggener, Tilton Davis, Leon McGaughey, and others in the Army, Frances Kelly in the Navy, and, more recently, Gregory Shields in the Marine Corps saw the need and guided their military services into providing SOC network systems for their servicemembers. Headquarters, Department of the Army, provided Brenda-Lee Karasik as its principal staff officer to work closely with SOC in the early development of SOCAD. Initially, SOC assigned Harry Miller, and later Stuart Huff, the task of developing SOCAD. Later, David Eyler, SOC's associate director, had a leading role in developing SOCNAV and much later in refining and implementing SOCAD. Bernard Jankowski and Marla Tatum, SOC's BDFS Program Coordinators, contributed substantially to building the four-year Army system. Since July 1990, Edward McKenney has been instrumental in expanding SOCNAV and bringing the SOC network systems to the Marine Corps.

Brenda-Lee Karasik

For the early conceptual planning of SOCAD, Jim Nickerson turned to Henry A. (Hank) Spille at ACE's OECC. Spille, with the help of Dr. Jerry Miller and Dr. Eugene Sullivan, developed a concept paper that articulated the objectives of the "SOCAD Project" and provided a list of activities essential for its development. Spille and Sullivan worked with deans and department chairs from community colleges to develop conceptually the first three SOCAD degree programs. Spille went to the Army's Military Personnel Center (MILPERCEN) to determine soldiers' transfer patterns and assignments by MOS among Army installations. He went to The Adjutant General's Center (TAGCEN) to determine ways that MOSs might be grouped and included in various degree programs. Spille determined early on that it would not be effective or efficient to develop a degree program for each MOS. Spille submitted his SOCAD Concept Paper to SOC on September 1, 1997. (Spille's SOCAD Concept Paper appears as Appendix F.) His conclusions were both profound and prophetic:

Jim Nickerson turned to Henry A. (Hank) Spille to develop a concept paper that articulated the objectives of the "SOCAD Project"

> There is reasonable expectation that: (1) the organizations and agencies identified .... and SOC institutions experienced in offering technical programs of study will cooperate in this project; (2) outcomes of Army occupationally-related learning will apply directly to the outcomes of technical postsecondary programs of study; (3) technical programs of study emphasizing outcomes can be developed and will be offered by consortia of SOC institutions; (4) the approach developed in this project can be used by the Army and civilian postsecondary institutions in developing other specialized technical programs of study, as the need arises.
>
> If these expectations are met, it is anticipated that additional funding will be requested to (1) develop baccalaureate degree programs of study that build on the associate degree programs and (2) incorporated one or two 4-year postsecondary institutions into each existing consortium. (Spille, 1977, pp.7-8)

In developing this concept paper, the OECC staff found that it did not have a sufficient background in technical and vocational education to lead the community college deans and department chairs in the process of degree program development . Spille had used Arden Pratt as a technical consultant to help develop the conceptual framework for SOCAD. It was natural that Nickerson turned to Pratt to carry on with SOCAD's development and later for Pratt to become Nickerson's successor as the SOC director.

It was natural that Nickerson turned to Arden Pratt to carry on with SOCAD's development and later for Pratt to become Nickerson's successor as the SOC Director.

Arden L. Pratt had earned his bachelor's of science degree in chemistry and mathematics with West Virginia Wesleyan College; his master of science in chemistry and physics with Ohio State University; and his EdD in higher education and chemistry with the State University of New York at Buffalo. He also had participated in National Science Foundation-sponsored chemical research with the University of Southern California and Oregon State University.

Pratt had served as department chairs and in teaching positions in chemistry and mathematics with Erie Community College, Buffalo, NY (1952-1966); University of Buffalo (now SUNY at Buffalo) (1950-1952); and Salem College, Salem, WV (1941-1950). From 1966 to 1967, he served as Chief of the Bureau of Two-Year Colleges, New York State Education Department, where he was responsible for the evaluation and approval of all associate degree programs and distribution of supplemental State and Federal funding for all public and private colleges and universities in the State of New York. From 1967 to 1969, he served as field director of a Ford Foundation Project with Oklahoma State University in Lahore, Pakistan, where he assisted in planning and establishing 17 postsecondary polytechnic schools. He was the director of American Association of Community and Junior Colleges' New Institutions Project from 1969 to 1971. There he assisted nearly 100 newly established community and junior colleges in planning and developing administration and curriculum aspects of the colleges.

Pratt was Dean, from 1971 to 1981, of the College of Technical Careers and Professor of Higher Education at Southern Illinois University at Carbondale (SIUC). While he was in this position, the college grew from 800 to over 4,000 students. SIUC became noted for its high-quality off-campus bachelor's and associate degree programs on 25 U.S. military installations. Those programs focused on technical and professional fields and included third- and fourth-year programs based on technical associate degrees.

Because of this array of knowledge and experience, Jim Nickerson acquired Arden Pratt's services from SIUC as a senior consultant. With the help of subject-matter experts, technicians, and Brenda-Lee Karasik, Pratt developed the features and established the networks of the SOCAD system with its guaranteed transferability of cred-

its. Through this giant articulation agreement among institutions serving the Army, soldiers could begin a program at one Army installation, receive an official evaluation of prior learning and be issued a SOCAD Student Agreement. Soldiers could use that SOCAD Student Agreement as a contract for degree and, when transferred to another Army installation whether in CONUS or overseas, continue working on their degree programs with clear degree plans and surety that course credits would fit into the plans.

The design, development, and implementation of such a massive system using autonomous civilian colleges and universities had no precedent in higher education. The process depended on the creativity of Pratt, his detailed articulation work, the strong face validity of SOC-developed products, and SOC's massive coordination efforts. The simplified, standardized SOCAD Student Agreement form and the SOC-developed curriculum exhibits for all member institutions took the mystery out of determining precisely what the degree requirements were, what credits had been applied by the institution for prior learning and testing, and what still needed to be completed by the student. Legitimacy of the system under development rested with the personal integrity of Pratt and his judgment of fairness and comparability. He, the SOC staff and the Army "plowed new ground." Colleges and universities grew to acknowledge, respect, and appreciate his talents and Pratt's immense capability for tedious, detailed analysis and production of sound, credible *SOCAD Handbooks*, updated twice each year.

It was logical that, when Nickerson retired in 1981, Pratt became the director of SOC ...

It was logical that, when Nickerson retired in 1981, Pratt became the director of SOC and continued his firm grip on development and implementation of SOCAD. With the help of Headquarters, Department of the Army, he instituted regional SOCAD workshops to train installation and institutional users of SOCAD. As institutional academic professionals and Army education specialists and counselors understood and used the system, they grew to rely on it as the Army's way to help soldiers achieve their educational goals. As SOC director, Arden Pratt oversaw each step in the development of SOCNAV and the BDFS system (now referred to as SOCAD-4). He developed the concept of delivery options (traditional delivery, alternative delivery, and learning assessment) and fitted these options into network systems whereby institutions offering different options could serve soldiers and sailors

comfortably in SOCAD and SOCNAV while giving students a wide variety of options in achieving degree completion. Once SOC's network systems were securely in place, Arden Pratt retired from SOC in 1989.

SOCAD was crafted by the mind of a scientist with the precision of a mathematician. Arden Pratt seemed to uncover the "natural law" of adult education. He understood its limitations and sensed and avoided disastrous pitfalls in dealing with colleges and universities in SOCAD design and development. Yet, he was firm and unforgiving when he knew he was right in developing and implementing a system that would benefit servicemembers educationally. He put into practice what his wide-ranging experience told him was educationally sound. Though not noted as an educational philosopher, he once told a SOC staff member that "educators will never save the world in terms of percentages" or other quantitative measures. But if an educator helped one human being have a better life through education, that professional should be considered a "howling success." As that professional helps additional individuals, the more successful that educator becomes. By the end of Fiscal Year 1994, over 250,000 soldiers had received SOCAD Student Agreements. Tens of thousands have graduated. Many individuals have been helped through education made possible by SOC's network systems. By any standard, Arden Pratt was successful as an adult educator of the first magnitude. Servicemembers and veterans and the adult education community in general owe him a debt of gratitude for his service and contributions to the field of adult education.

SOCAD was crafted by the mind of a scientist with the precision of a mathematician.

Section H
Research Regarding SOCAD

From its inception to the present, SOC has had no charter or contract specification to conduct any analytical evaluation of its network systems and their effectiveness. Fred Copeland, a doctoral student with Virginia Polytechnic Institute and State University, conducted a dissertation research project regarding SOCAD. He conducted his project without help from the SOC staff. He titled his dissertation *Perceptions and Attitudes of Participating Soldiers Toward the Servicemembers Opportunity Colleges Associate Degree Program (SOCAD) and the relationship of selected demographic variables* (1987). Two major research questions guided his inquiry. The first question was designed to determine the perceptions and attitudes of participants toward SOCAD. The second question re-

lated to the relationship between soldier participation and selected demographic variables such as age, gender, educational level, pay grade, marital status, and term of enlistment. He investigated those questions by conducting a cross-sectional survey of the views of SOCAD participants on eight factors: (1) overall program impressions, (2) program mechanics, (3) program quality, (4) motivation, (5) benefits, (6) leadership, (7) progress toward the associate degree, and (8) demographics.

From a verified Army Data Master File, 1,959 SOCAD participants in 1987 were stratified by pay grade and randomly selected from a population of 9,799 active-duty respondents to participate in the survey. Copeland used a questionnaire schedule as the principal method of gathering the information and attained a 65% return rate. The following summarized the major findings summary of his study:

- 85% of the SOCAD participants reported that they were satisfied with the overall operation of the program.
- More than three-fourths of the respondents rated Army Education Center counseling support as good or excellent.
- The top motivating factors for entering SOCAD were desire to get a better job when discharged from the Army (93%); being able to work on an associate degree regardless of location (93%); and the opportunity to use tuition assistance (85%).
- One-fourth of the respondents agreed that involvement in SOCAD had encouraged them to stay in the Army.
- Among all pay grades, 34% agreed that they received military leadership encouragement to participate in the program.
- Slightly more than two-thirds of the respondents were satisfied with their rate of progress in the program.
- When stratified by demographics most SOCAD participants were satisfied with the program. (Copeland, 1987, pp. iii-iv)

"85% of the SOCAD participants reported that they were satisfied with the overall operation of the program."

— Fred Copeland

Copeland concluded that the SOCAD system is perceived by the respondents to be

> a very effective and highly respected program that is meet-

ing its goal of providing soldiers the opportunity to earn college credits for skills and knowledge acquired in the Army, and thus providing them the opportunity to earn associate degrees in selected technical areas that correspond to military occupational specialties. (Copeland, 1987, pp. iv-v)

Some Items of Interest

- *SOC developed during the late 1970's and the 1980's highly coordinated degree networks of regionally accredited civilian colleges and universities to provide college degree programs for soldiers and sailors.*

- *The Army conducted an analysis of several hundred MOS areas. A clustering of these resulted in a number of potential associate degree programs; 21 of these areas were selected for development. These included 50 MOSs for warrant officers and 112 for enlisted soldiers.*

- *The cooperation between the Army installation and the college offering the SOCAD curriculum formed a network pair. Each pair was linked with other similar paired locations to form a curriculum network in a specific associate degree area. This pairing and networking on a worldwide basis formed the structure of the SOCAD program.*

- *By the end of 1978 the SOCAD system was composed of 74 participating institutions, chiefly but not exclusively junior and community colleges. There were three types of institutional membership in SOCAD. Type I were institutions that did not offer instruction on military installations but made special effort to identify and counsel local service-bound students. Type II were institutions that provided instruction on installations in the continental United States. Type III were institutions that served on Army bases in overseas commands.*

- *The development of the bachelor's degree systems in 1987 [Bachelor's Degrees For Soldiers (BDFS), later renamed SOCAD-4] required the associate degree systems to articulate two-year programs into four-year programs..*

- *During FY 1978, SOC began its exploratory development of associate degree programs modeled after SOCAD for several Navy ratings. Networked programs specially developed to maximize an area of specialized military training were initially called SOC technical education networks. Agreements on curricula were first reached in mechanical maintenance, food service management, and electronics. The SOC Work Statement for FY 81 directed the Servicemembers Opportunity Colleges (SOC) to continue the exploration of the SOCAD network plan developed for Army as it might be applicable to the other services.*

- *By January 1985, thirteen colleges in three SOCNAV networks were operating on Navy bases around the world. The first SOCNAV Hand-*

book had been printed and distributed to the field in October-November 1984 time frame. By January 1986, the number of SOCNAV colleges had risen to 26 operating in six networks. In 1987 SOCNAV consisted of 30 colleges in seven networks. About 75 percent of SOCNAV students were sailors in the grade of E-4 through E-7.

- Once degree programs in the Alternative Delivery Option were integrated into the SOC network system, SOC began to identify independent study courses (ISC) that were comparable with traditional courses. These courses were integrated into the Handbooks. Students were able to participate in specific ISC courses with full expectation that credits received would fulfill certain degree requirements.

- Curriculum exhibits for all programs included in the SOC network systems showed SOC course category numbers associated with specific course requirements that compose the degree program. By this methodology, academic advisers and education services counselors, worldwide, were able to help servicemembers complete their degree programs with surety.

- By November 1993, the SOC curriculum specialists had begun categorizing ACE Guide credit recommendations for military training courses. Until 1994, credit recommendations of these sorts were contained in Section 3 of the SOC network handbooks. Beginning in 1994, they were contained in a Supplement to SOC systems handbooks. Official evaluators of SOC network colleges and universities use the SOC category number as a guide in considering whether credits obtained through nontraditional means will, in fact, fulfill specific degree requirements. Only courses found in the Transferability Tables are guaranteed to transfer among SOC network institutions.

- In the initial development of SOCAD, Jim Nickerson quickly determined that SOC needed a leading curriculum expert and an education leader to design and develop a system that would work and be accepted by both the higher education community and the military. Nickerson found such a person in Arden L. Pratt.

- With the help of subject-matter experts, technicians, and Brenda-Lee Karasik, Pratt developed the features and established the networks of the SOCAD system with its guaranteed transferability of credits.

- When Nickerson retired in 1981, Pratt became the director of SOC and continued his firm grip on development and implementation of SOCAD. With the help of Headquarters, Department of the Army, he instituted regional SOCAD workshops to train installation and institutional users of SOCAD.

- Fred Copeland, a doctoral student with Virginia Polytechnic Institute and State University, conducted a dissertation research project regarding SOCAD.

9

1989-Present: Advocacy Consolidation, and Expansion

When Arden Pratt announced his imminent retirement as SOC director in 1989, AASCU conducted a thorough search for a replacement who would continue to implement the network systems as designed and developed. But the new SOC director would be required immediately to expand SOC implementation of two new program initiatives: the Army National Guard (ARNG) Outreach Project sponsored by the National Guard Bureau and the Concurrent Admission (ConAP) Project sponsored by the Army Recruiting Command. Other new initiatives were in various stages of discussion.

The person chosen to take charge of SOC was Steve F. Kime. He had his Bachelor's Degree in International Studies from the University of Louisville and his Master's Degree in Public Administration and Ph.D. from Harvard University. He had just retired as a Captain in the Navy with his last tour on active duty as a division director, or dean, and professor at the U.S. Naval Academy. Kime had previously served as the associate dean of the faculty and academic programs at the National War College and as United States naval attaché to the Soviet Union. He had taught graduate courses with Georgetown University and American University as an adjunct professor. As a submariner, who had enjoyed the best educational opportunity the military had to offer, Kime brought to SOC a keen appreciation of both military training and civilian education. He saw a critical need for enlisted servicemembers to have an opportunity to participate in postsecondary education programs where they would gain educational credentials, both to support military duty performance and to help them gain employment as they returned to civilian life as veterans.

Section A
Advocacy for Quality Adult Education in the Military

The 1989 study entitled *Problems Faced by Military Personnel in Pursuing Higher Education Programs* (Stewart, et. al., 1989), commissioned by DoD, praised SOC and its programs but found that they had a "surprisingly low profile." Steve Kime seized the challenge to inform both the military and higher education about the importance of education and SOC's role in helping coordinate voluntary postsecondary educational opportunities between the military services and the higher education community. He prepared or assisted with numerous articles for publication in the *Chronicle of Higher Educa-*

tion, Army Times, Navy Times, Air Force Times, leading newspapers, and several national education association newsletters. An example of such articles is "Education is the Foundation for a Strong Military" that appeared in the June 17, 1991 *Air Force Times* and in the July 1, 1991 *Navy Times.* Another is "Don't Sacrifice Education to Budget Cuts" that appeared in *Army Times* on March 12,1990. "Opportunities for Colleges: Civilian Education of Tomorrow's Military" appeared in the *Community, Technical, and Junior College Times* on February 27, 1990. Kime's advocacy message both to the military and to higher education was not to sell servicemembers short when it comes to providing educational opportunities:

> Education programs must promote serious education; that is, they must contain a blend of practical subjects and opportunities to widen the servicemember's intellectual horizons. We will not succeed if we succumb to the temptation to promote only the technical education directly related to the servicemember's military specialty. The outlook and skills of the broadly educated, not just the technically trained, are needed. It will require the attention of sophisticated policy makers to ensure that this is understood. (Kime, *Army Times,* March 12, 1990, p. 23)

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On Jan. 7, 1990, an article appeared in the *Baltimore Sun* entitled "SOC: A way for the Military to Obtain an Education." This article described SOC and its role in helping servicemembers obtain a postsecondary education. It used the University of Maryland University College as an example of how colleges and universities work through SOC in supporting the need for "flexibility" in providing college programs and courses for its military clientele (McGuire, 1990, p. 18).

Kime and Clinton L. Anderson developed a monograph entitled *Adult Higher Education and the Military: Blending Traditional and Nontraditional Education,* which was published by AASCU in 1990. This document discussed the tendencies and trends affecting a peacetime military; the integrating approaches to higher education available to servicemembers; the educational support structure and incentive programs found in the military services; the providers of education programs for military personnel; and SOC's integration of principles and practice. This publication articulated several issues raised by blending traditional and nontraditional education in degree programs. These issues involved such areas as military/institutional relationships, military training versus adult and continu-

ing education in the military, higher education relationship to war-fighting capabilities, the use of education credentials, the promises and pitfalls of technology, and the "quality" of degree programs offered on military bases. This monograph commends the U.S. military for its pioneer work in recognizing servicemembers' needs for adult education and for the development of SOC as a model for blending traditional and nontraditional education. It concludes with an admonition:

> Traditionally oriented academics and tradition-bound academic institutions must recognize a new reality on the American educational landscape. They need to apply the objectivity and flexibility of mind that they demand in their students' scholarly efforts to the change that is taking place in their profession. Proponents of nontraditional education also need to get and keep their house in order. While traditionalists can be hidebound, nontraditionals are sometimes prone to create programs and methodologies in which learning is incidental to ideological, or even entrepreneurial, considerations.
>
> Perhaps it is too much to hope that the two ends of the spectrum will ever unite, but there must be middle ground that blends traditional and nontraditional approaches so that adult higher education can properly assume its future role in the mainstream. (Anderson & Kime, 1990, p. 65)

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Another example of SOC's increased visibility was an article by Dale Parnell, the president AACJC, published in *The Community, Technical, and Junior Colleges Times.* In it, he described SOC as "one of the most enduring and successful joint ventures in American higher education." He found that the "overwhelming response from colleges indicated that colleges are 'bending over backwards for servicemembers called to active duty (Parnell, 1991, p. 2).

The SOC staff also kept itself attuned to the direction taken by the military services in implementing its voluntary education program. For example, beginning with the November 11, 1994 issue of *Army Times,* articles such as "Senior NCOs Call for Training Shakeup" indicated that some within the Army leadership were advocating soldiers to be allowed to earn an associate's degree solely through NCOES courses. The February 17, 1995 *Army Times* carried an article entitled "College Credit Idea Gains NCO Favor" in which it stated "Top NCOs have said in recent interviews that many soldiers are distracted from their duties because they are taking college courses

on their own and that they should instead be able to earn degrees through their professional schooling." The February 20th issue of *Army Times* carried an article entitled "SDT Junked as a Weak Training Tool." This series of articles contained numerous misconceptions dealing with accreditation, authority to award credit, and the purpose and benefit of degree programs or higher education in general. They indicated little understanding of ACE's Military Evaluations Program and the way the SOCAD system integrates learning based on military training and experience into traditional college degree programs. With these and other articles as background, Kime as SOC director and Henry A. Spille, vice president of ACE and director for the Center for Adult Learning and Educational Credentials, co-authored a commentary article published in *Army Times* entitled "A Modern Military Force Needs Educated Troops" to support the Army's voluntary postsecondary education program (Spille & Kime, 1995). In it, they argue that the current higher education programs offered through the Army Continuing Education System may need to be better publicized, made more accessible, and improved. But they continue:

Restructuring must not water down educational opportunity. Voluntary post-secondary education is an integral part of the development of a modern military, and it is critical to the quality of life and self-development of every individual soldier.

> Restructuring must not water down educational opportunity. Voluntary post-secondary education is an integral part of the development of a modern military, and it is critical to the quality of life and self-development of every individual soldier. (Spille & Kime, 1995, p. 31)

Section B
Support for DANTES Regional Workshops/1994 DoD Worldwide Education Symposium

The Department of Defense and the University of Maryland University College sponsored twelve Worldwide Education Conferences held at the University College Center of Adult Education in College Park, Maryland. These conferences occurred every two years through the Spring of 1987. DANTES, with the support of the military education service chiefs, began in 1991 a series of regional workshops designed to bring together all elements of the voluntary education program.

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At the request of DANTES, SOC served as a full partner in those workshops. The 1991 theme was "Strategies for Increasing Degree Completions for the Military Students." The first regional workshop was held in Laurel,

Maryland, on March 27, 1991. SOC issued formal invitations to institutional representatives in the region. Steve Kime gave the luncheon address entitled "SOC's Diverse Constituencies." Involving DANTES, ACE, SOC, and Regents College's Center for Distance Learning, this workshop provided about 75 participants a better understanding of the blending of nontraditional and traditional education aimed at increasing degree completion for military and veteran students. SOC acquired the services of the director of the continuing education program at Anne Arundel Community College, who discussed the official evaluation process at his college and demonstrated precisely how nontraditional education was integrated into its traditional college programs. Clinton Anderson discussed the SOC model and the resources available in the SOC network handbooks. This one-day workshop focused on integration of credits earned through *ACE Guide* recommendations, distance learning and academic testing with classroom-based instruction. Based on the success of this first workshop, a second was conducted at the University of West Florida, September 17, 1991, using the same theme.

Based on his observations at the University of West Florida Workshop, Leon McGaughey, FORSCOM director of education, invited SOC, DANTES, ACE and Regents College to conduct a teleconference on October 22, 1991, for all 18 FORSCOM installations regarding "Strategies for Increasing Degree Completions for the Military Students." SOC accepted the invitation to participate and Clinton Anderson represented SOC as its teleconference presenter. He made his presentation as part of the Fort Lewis, Washington, teleconference group.

As with the previous DANTES Regional Workshops, SOC also participated in those held at Albuquerque, New Mexico, November 25-26, 1991; Sacramento, California, May 19-20, 1992; Norfolk, Virginia, July 14-15, 1992; and Omaha, Nebraska, September 9-10, 1992. The SOC director sent out invitations to college representatives appropriate to the region where the workshop was being conducted. Anderson, representing SOC, provided a general session on SOC course category codes and a concurrent session on SOC and its programs and services. In addition, he introduced the presenters for one of the educational technology sessions at each of the three workshops and ensured the orderly rotation of participants among session presentations.

The FY 1993 theme for the DANTES Regional Workshop was "Career Development Strategies Workshop." Anderson and Jon Boyle represented SOC at the Atlanta, Georgia Workshop on December 8-10, 1992. Steve Kime and Clinton Anderson represented SOC at the DANTES European Workshop on April 19-26, 1993, in Sembach, Germany. Kime and Sara Victoria Harding represented SOC at the Hawaii Workshop in June 1993. Kime gave a general session presentation on "Quality in Military Education." He and Harding provided the concurrent sessions dealing with SOC and SOC programs. Harding represented SOC at the Far East Workshop in Korea and led the concurrent sessions related to SOC and SOC programs later in June 1993. At the DANTES Western Workshop in Tacoma, Washington, September 13-15, 1993, Anderson and David Eyler, representing SOC, provided two joint sessions on Degree Completion Strategies with John Gantz of DANTES, and two concurrent sessions on SOC and its programs and services.

As the 1993 DANTES Regional Workshops were coming to fruition, planning was underway for the 1994 DoD Worldwide Education Symposium. First, the SOC director, later assisted by Clinton Anderson, served as an active participant on the DoD Worldwide Education Symposium Planning Committee. On June 30, 1993, SOC mailed alert notification letters to all SOC presidents and institutional representatives regarding the symposium. In October 1993, SOC sent a second letter to all SOC institutions regarding the symposium and provided them the preliminary agenda and the housing form and strongly encouraged their participation. In addition, SOC alerted representatives of the higher education and accrediting associations regarding the symposium and invited their participation. The SOC director was instrumental in inviting and gaining the acceptance of Robert Atwell, president of the American Council on Education, to be the academic keynote speaker for the symposium. The symposium was held at the Adams' Mark Hotel in St. Louis, Missouri, March 27-31, 1994. A summary of SOC's participation follows:

As the 1993 DANTES Regional Workshops were coming to fruition, planning was underway for the 1994 DoD Worldwide Education Symposium.

- Hosted AASCU Reception for Key Attendees.
- Chaired Academic Issues Panel for General Session.
- Moderated Legislative Update Concurrent Session.

- Presented "Status and Future of SOC" Concurrent Session.
- Presented "Use of *SOCAD/SOCNAV Handbooks*" Concurrent Session.
- Presented "10,000 Enlistees Admitted to College: ConAP at 4 Years" Concurrent Session.
- Presented "Teaching as a New Career" Concurrent Session.
- Presented "SOCGuard Program" Concurrent Session.
- Presented "Research in Adult and Continuing Education in DoD" Concurrent Session.
- Served on the DoD Worldwide Education Symposium Planning Committee during the management of the Symposium.

The success of this DoD Worldwide Education Symposium caused OSD and the military services to begin planning for a 1997 Symposium modeled on the 1994 Symposium. SOC plans to maintain its active participation in this endeavor.

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During 1995, DANTES resumed its regional workshops with one held in San Diego, California, March 21-23, 1995, and a second in Oklahoma City, Oklahoma, May 30-June 2, 1995. The theme of the 1995 regional workshops was "Educational Highways to the Future." The workshop focused primarily on distance learning programs; integrating them with traditional and nontraditional degree programs and hardware requirements; ascertaining availability and validity of programs; and, establishing partnerships and other avenues for meeting the educational needs of the servicemember and veteran. Kime provided the luncheon address entitled: "The New Traditional Education." Kime and Anderson conducted concurrent workshops entitled "Effective Implementation of SOC Networks Locally." They also conducted a "SOC Information Meeting" as an information and training session for SOC institutional representatives and counselors. Anderson served as co-presenter for a session entitled "Comparing Distance Education Programs." Harding also participated in the Oklahoma City Workshop with a concurrent session on SOCED. On March 22, 1995, at the San Diego Workshop luncheon, Kime presented the James F.

Nickerson Medal of Merit to Arden L. Pratt.

The active role SOC plays in DANTES Regional Workshops and the DoD Worldwide Education Symposium is illustrative of SOC's advocacy approach of the 1990s. SOC serves as a full partner with DANTES, ACE, the military services, and the provider institutions in the DoD Voluntary Education Program.

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Section C
Sustaining the
DoD/Higher Education Partnership

As suggested above, a major theme of Steve Kime's tenure as SOC director has been sustaining a workable DoD/Higher Education partnership capitalizing on what each partner does best. This partnership rests on the premise that servicemembers have been promised, and deserve, the same opportunities to engage in higher education programs as their civilian counterparts. From the earliest periods of American history, citizens came from civil life to "man" the armed forces and then return to their homes and resume their civilian livelihoods. Military training and civil education are "different things." They support each other and both contribute significantly to the whole person as a servicemember/veteran.

As noted in the first section of this profile, the authority for the military's in-service voluntary education programs, is outlined in the June 3, 1916 provision in Title 10, Section 1176, U.S. Code: "Instruction of soldiers in addition to military training" is for the purpose of improving military efficiency and enabling servicemembers to return to civil life better equipped for industrial, commercial and general business occupations (United States Code, 1946 Edition, p.736). Title 10, U.S. Code, Section 2007, provides the legal basis for the payment of tuition for off-duty education. What is clear in this authority is that Congress funds civilian education for in-service servicemembers to engage in voluntarily, on their own time. The purpose of this education is not only to support military training and military personnel management, but also to fulfill self-development aspirations of the servicemember and to help prepare that individual to return to a productive civilian life.

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tual growth and development; develop critical thinking skills; and take responsibility of their own destiny.

Civilian colleges and universities permit, even encourage, individual learners to explore wide-ranging options; choose their own programs of study; maximize intellectual growth and development; develop critical thinking skills; and take responsibility of their own destiny.

Perhaps less grandiose, but maybe more important, civilian colleges and universities help their students with generic employability skills such as reading, writing, computation, speaking, listening, teamwork, decision-making, leadership, and organizational effectiveness. They help adults to become self-directed, autonomous learners. They offer opportunity for learners to fulfill self-development objectives by broadening and deepening their perspectives regarding knowledge and the world around them. Higher education programs promote self-worth and self-confidence. They bridge military and civilian life.

By encouraging servicemember participation, the military services demonstrate their commitment to servicemembers and their families in terms of quality of life. The military services take a positive role in helping their servicemembers qualify for job training and greater leadership responsibilities and, at the same time, help returning veterans find jobs in the civilian sector and make productive lives for themselves. In this sense, the military services perform a social role helping both their "alumni" and the American society in general.

With this background, the DoD/higher education partnership exists. Its concepts are sound. Its machinery is fundamentally logical. During the 1990s, Kime's message both to higher education and to the military was:

> You don't need to create it, or even 'reinvent' it. But like any machinery, the DoD/higher education partnership needs constant adjustments. It can use new 'lubricants' and 'fuels.' New modalities and approaches must be integrated, especially as the adult education and the technological revolutions evolve. But the basic philosophy must not change! (Kime address to the Association of Military Educators for Washington State meeting, April 7, 1995)

You don't need to create it, or even 'reinvent' it. But like any machinery, the DoD/higher education partnership needs constant adjustments.

He stressed that both the military and higher education need to work harder to refine and operate the machinery in place as he pointed to:

- The 50 year old ACE Military Evaluations Program,
- The ACE Army Registry Transcript System (AARTS),
- Servicemembers Opportunity Colleges (SOC) and its programs,

- DANTES' (and its predecessor, USAFI's) work in testing, independent study and other nontraditional education its regional workshops and worldwide symposiums,
- Military Installation Voluntary Education Review (MIVER) and its installation reviews,
- Congressionally authorized tuition assistance/GI Bill,
- OSD/military services participation in the ACE Commission on Credit and Credentials,
- The state and regional organizations like the Council of College and Military Educators (CCME), and
- The local installation education centers consisting of education services professionals and representatives of institutions providing educational programs for servicemembers on those installations as permitted through memoranda of understanding or contracts.

A principal threat to the partnership emanates from those military trainers who want to co-opt the resources of the voluntary education program to devote to the military training function. Though they would retain some civilian college input, and use academic vocabulary trappings, the military trainers may attempt to assume control of the education program process, normally the sphere of higher education. Key judgments as to content and extent of program learning would then reside with the military, the employer of the students. This confuses the two different functions, missions, and processes of military training and civilian education and undermines, if not destroys, the DoD/higher education partnership. If the military trainers do not understand the difference or simply do not care about adult and continuing education, the temptation would be for them to simply try to grab the whole thing.

A principal threat to the partnership emanates from those military trainers who want to co-opt the resources of the voluntary education program to devote to the military training function.

Kime found this threat to be not just a military issue. Well-meaning employers in business and industry have also been known to have reduced and diluted education when they pretend to be educators as well as trainers and corporate managers. In those instances, the employer assumes principal, if not sole, responsibility for curriculum design. The employer often mandates the specific degree program for each employee and establishes the parameters for his/her participation. The employer may

attempt to evaluate company training in terms of "academic credit" and then award "academic credit." The employer may even issue "academic degrees" in competition with civilian colleges and universities. The employer selects its own instructional media and the institutions to offer courses for "academic credit" for inclusion in the employer issued degrees. The employer's "faculty" may have "degrees" principally from its own organization at the same level as the instruction being offered. Experience has shown that, when control is assumed by employers of students whether business, industry, or military, programs are aimed at employer training goals and objectives, not employee educational goals and aspirations; employee educational options are reduced; academic and vocational credit worthiness become suspect; transferability of credits to civilian institutions is jeopardized; applicability of credits to legitimate degree programs in civilian higher education is doubtful; and the relevance of student learning is largely limited to immediate job training. So-called "education programs" designed, produced, and implemented by employers tend, in fact, to be simply extensions of job training provided strictly to fulfill organizational objectives.

Kime believed that, to bolster the DoD/higher education partnership, its advocates must make a case for what education does and particularly what it does well.

Kime believed that, to bolster the DoD/higher education partnership, its advocates must make a case for what education does and particularly what it does well. Cynics in the military say that all enlisted people need is a piece of paper, not the learning it represents. Kime contends that education is hard work, but the necessary machinery is in place through the DoD/higher education partnership. It is essential that it be used and improved. With this articulated philosophy, SOC and its programs and services have consolidated and expanded in many different areas.

Section D
Development of SOCMAR

In his December 28, 1978 quarterly management report, the SOC director reported that the primary work had been done to determine which institutions would be appropriate to establish a SOC associate degree program for the Marine Corps. The SOC director indicated in March 1979 that the expansion of the SOCAD concept to the Marine Corps had been deleted in the DoD contract revision. At the January 16, 1986 SOC Advisory Board meeting, the Marine Corps representative announced that the Marine Corps planned to fund and begin participation in

an associate degree program similar to SOCAD and SOCNAV. But that initiative was put on hold until December 1, 1994.

Before the actual establishment of a SOCMAR system, Marine Corps personnel were served by the SOCNAV system on some of their installations. By the fall edition of the 1994 *SOCNAV Handbooks* programs at 10 major Marine bases were included in SOCNAV: 29 Palms, California; Barstow MCLB, California; Beaufort MCAS, South Carolina; Camp Pendleton, California; Cherry Point MCAS, North Carolina; El Toro MCAS, California; Iwahuni MCAS, Japan; Okinawa MCB, Japan; Quantico MCB, Virginia; and Kaneohe MCBH, Hawaii.

The contract modification formally establishing SOCMAR was effective December 1, 1994 (Appendix G). SOCNAV programs on Marine bases formed the nucleus for the development of SOCMAR-2 and SOCMAR-4 during 1995 and the following years.

SOC institutions serve all of the military services and their personnel—active, reserve and civilian components.

Section E

Status of SOC Network Systems Development in 1996

SOC institutions serve all of the military services and their personnel—active, reserve and civilian components. In addition to the general protections and services provided by SOC, SOCAD, SOCNAV and SOCMAR offer specific program networking that facilitates student transfers and degree completion. As shown in the development of these network systems, the extensive articulation among member colleges and universities provides to servicemembers around the world easily accessible associate and bachelor's degree programs related to students' military jobs.

In response to service requests for specific, tightly integrated systems, SOC operates in 1996 six network systems:

- SOCAD-2, the associate degree system for the Army and the Army National Guard;
- SOCAD-4, the bachelor's degree system for the Army and the Army National Guard;
- SOCNAV-2, the Navy's associate degree system;
- SOCNAV-4, the Navy's bachelor's degree system;
- SOCMAR-2, the Marine Corps' associate degree

system; and

- SOCMAR-4, the Marine Corps' bachelor's degree system.

These systems consist of groups of regionally accredited SOC member colleges that offer degree programs accessible to soldiers, sailors, and marines worldwide. Member institutions guarantee to accept each other's credits in transfer. SOCAD-4, SOCNAV-4, and SOCMAR-4 members guarantee a minimum 45% transfer or award of credit for those students who have completed an appropriate SOCAD-2, SOCNAV-2, or SOCMAR-2 associate degree.

SOC curriculum specialists define SOC course categories, categorize and coordinate curricula among member institutions, and refine procedures, ever striving for a more comprehensive system of programs that fits the diverse servicemember needs. Systems handbooks are updated and published annually to ensure currency of information. To keep abreast of the latest changes in academic planning and programming, SOC uses curriculum specialists located among member institutions to review specific networks and suggest changes that would improve those networks. SOC curriculum specialists, system project directors, and program managers are updating and refining the systems handbooks continually making them more "user friendly."

SOC curriculum specialists define SOC course categories, categorize and coordinate curricula among member institutions, and refine procedures, ever striving for a more comprehensive system of programs that fits the diverse servicemember needs.

SOC has emphasized the training of education services professionals and institutional representatives in the use of the network systems. Since 1989, SOC systems trainers have visited the major Army, Navy, and Marine Corps installations and conducted training workshops. Where large concentrations of soldiers or sailors exist on Air Force installations, SOC system project directors and program managers also conduct training on those bases. These workshops are attended by both education services personnel and representatives of provider institutions. Each year the SOC staff and plan annual workshop schedules with the military services and coordinate these with installation ESOs.

Besides the DANTES Regional Workshops and the DoD Worldwide Education Symposiums, described earlier, SOC staff tailor special workshops for target audiences. For example, the SOCNAV project director provides quarterly sessions for the newly selected Command Master Chief

Course and the Norfolk quarterly ESO conference. He also briefs each class at the Senior Enlisted Academy. The SOCAD project director conducts a Washington, DC, SOCAD workshop annually for personnel in the Washington metropolitan area and others who wish to participate.

During 1995, SOC presented two teleconferences as part of a continuing series sponsored by DANTES on education within DoD. The first took place on March 9, 1995 with a focus on SOCAD. David Eyler, Marla Tatum, and Sara Victoria Harding presented the first teleconference from the Navy's Crystal City facilities. This session provided an overview of SOC and SOC programs and then focused on SOCAD, SOCED and SOC-DP with its new *Credit Evaluation Supplement to the SOCAD Handbooks*. On April 18, 1995, Kime and Anderson presented the second teleconference session from Walter Reed Army Medical Center. It focused on "Issues," including future challenges for military education, the training versus education discussion, SOC efforts at automation, SOCMAR, Army discontinuation of SDTs, and "New Traditional Education."

Periodically each SOC project director or program manager prepares and distributes a short system newsletter. This publication gives the latest information regarding system development, schedule of workshops, and other relevant information for participants.

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Among the 153 participating colleges and universities in SOC network systems, Troy State University at Fort Benning, Georgia, issued the 250,000 SOC Student Agreement during the fourth quarter, Fiscal Year 1994. The recipient was SFC Alan C. Buford, U.S. Army, Infantry. In many respects he represents a "typical" servicemember who received his associate degree through the SOC network systems.

SFC Buford's original home was Rome, Georgia. He was graduated from Morrow High School in 1983. Immediately after graduation, he enlisted in the Army and reported to Fort Benning for Infantry One Station Unit Training and Airborne School. His military assignments included: Private through Team leader with the 2nd Ranger Battalion; Squad Leader and Platoon Sergeant with the 3rd Ranger Battalion; Noncommissioned Officer

SFC Alan C. Buford

As a combat arms leader, SFC Buford had been extremely busy with his military duties. In addition, his wife and children demanded some priority on his time and energies. Yet, he took time for self development as evidenced by successful completion of his Associate of Science Degree.

in charge of the Ranger Orientation Program with the 75th Ranger Regiment; and his assignment when he received his degree on December 9, 1994, was with the U.S. Army Special Operations Command at Fort Bragg, North Carolina.

SFC Buford's military awards included the Combat Infantry Badge, Expert Infantry Badge, Master Parachutist's Badge, Ranger Tab, Pathfinder Badge, Meritorious Service Medal with Oak Leaf Cluster, Army Commendation Medal with Oak Leaf Cluster, Army Achievement Medal (3 Oak Leaf Clusters), Good Conduct medal (3rd Award), and NCOPD Ribbon with Numeral 3. In addition, he has earned the British, Belgian, and Israeli Parachutist Badges.

While serving in the 75th Ranger Regiment, SFC Buford earned his Associate in Science Degree through a combination of classes taken with Troy State University, credits awarded based on his learning with Army services schools and his military experience using the *ACE Guide*, and CLEP and DSST examinations.

As a combat arms leader, SFC Buford had been extremely busy with his military duties. In addition, his wife and children demanded some priority on his time and energies. Yet, he took time for self development as evidenced by successful completion of his Associate of Science Degree. At the ceremony marking his graduation, he expressed his desire to continue his college education by enrolling in a Bachelor of Science Program in Human Resource Management. He can accomplish this goal through SOCAD-4.

Section F
Expanding the SOC Umbrella: "Growing Pains"

On January 1, 1989, SOC institutional membership stood at 574. Most of these colleges and universities had some provider role for active duty servicemembers. Many were located near military installations throughout the United States. With SOC expansion to include ConAP and SOCGuard (described later in detail), the SOC consortium grew to 1,217 institutions by the end of Fiscal Year 1996. Figure 1 contains an analysis of the colleges and universities included in the *1995-1997 SOC Guide*.

With support for Army Recruiting Command and Army National Guard programs, the character of the SOC con-

sortium changed to include colleges and universities seeking veterans to come to their campus after completion of active duty and to support reserve component servicemembers who reside in their local communities. The closely knit consortium targeted primarily at mobile, transient servicemembers moving from post to post as their military duties required had to open its umbrella to incorporate new constituencies. The Army National Guard education services officers needed local colleges to recognize and award credit based on recommendations contained in the *ACE Guide* and for learning measured by standardized testing such as CLEP, ACT/PEP, and DSST. The Army Recruiting Command needed a large array of convenient colleges and universities where prospective recruits would want to gain admission to while simultaneously entering the active force for a tour of duty.

The closely knit consortium targeted primarily at mobile, transient servicemembers moving from post to post as their military duties required had to open its umbrella to incorporate new constituencies.

All institutions that would participate in ConAP and the National Guard Outreach, later SOCGuard, had to be institutional members of SOC. SOC Criterion Number 2 of the *SOC Principles and Criteria* was modified so that the limitation on academic residency requirements would apply only to active-duty servicemembers.

The overall SOC organization changed as new programs came aboard. The relative level of SOC effort during FY 1996 by program is shown in Figure 2. The next several sections focus specifically on programs added under the SOC umbrella since 1989.

Figure 1
Servicemembers Opportunity Colleges Facts

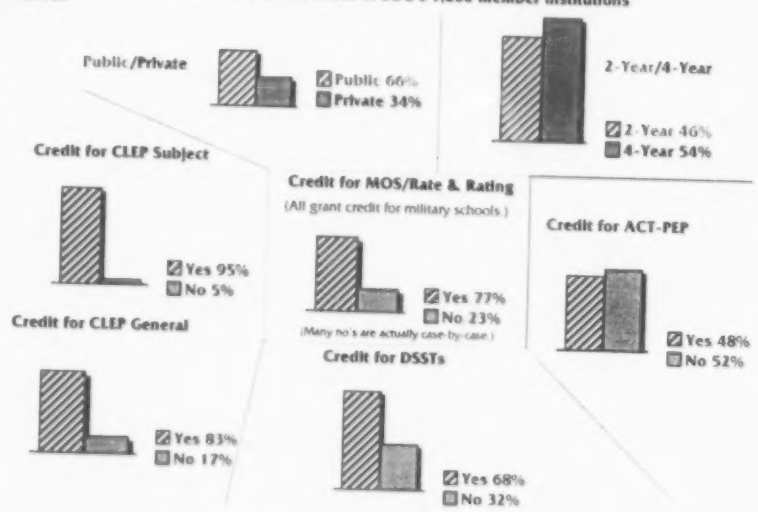
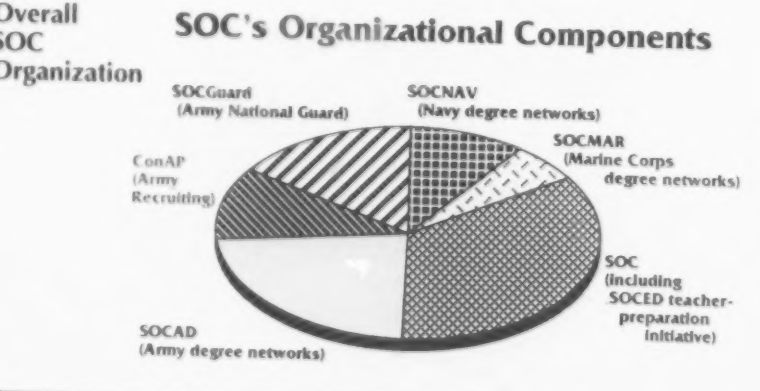
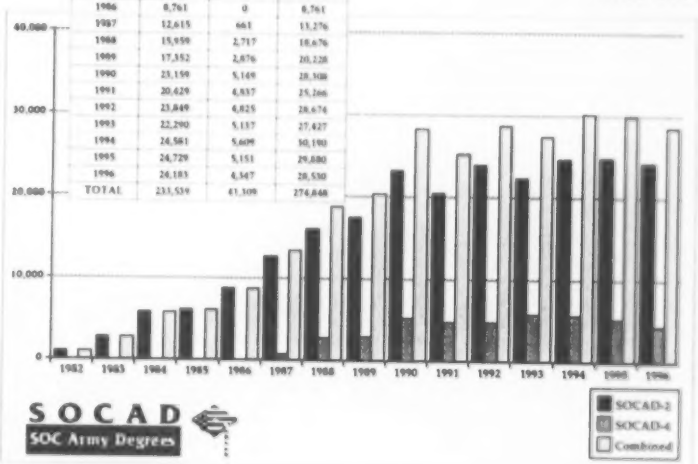


Figure 2
The Overall SOC Organization



SOCAD Student Agreements 1982-1996

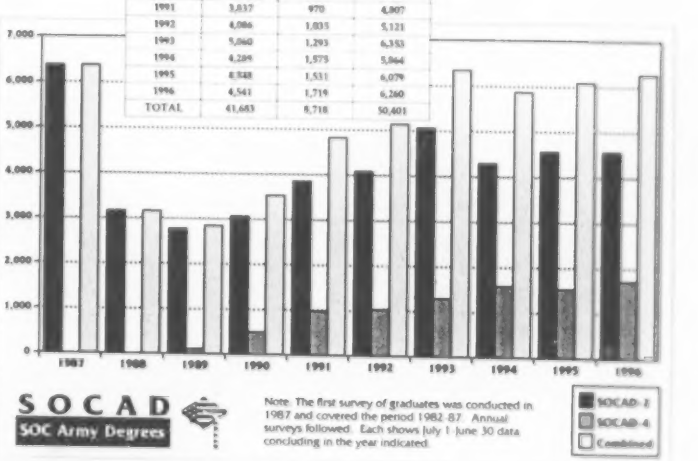
System/Year	SOCAD-2	SOCAD-4	TOTAL
1982	885	0	885
1983	2,730	0	2,730
1984	5,833	0	5,833
1985	6,084	0	6,084
1986	8,761	0	8,761
1987	12,615	661	13,276
1988	15,959	2,717	18,676
1989	17,352	2,876	20,228
1990	23,159	5,149	28,308
1991	20,429	4,837	25,266
1992	23,849	4,825	28,674
1993	22,290	5,137	27,427
1994	24,581	5,609	30,190
1995	24,729	5,151	29,880
1996	24,183	4,347	28,530
TOTAL	233,559	41,309	274,648



SOCAD
SOC Army Degrees

SOCAD Graduates 1987-1996

System/Year	SOCAD-2	SOCAD-4	TOTAL
1987	6,373	0	6,373
1988	3,155	0	3,155
1989	2,751	100	2,851
1990	3,043	495	3,538
1991	3,037	970	4,007
1992	4,086	1,035	5,121
1993	5,060	1,293	6,353
1994	4,209	1,575	5,064
1995	4,548	1,531	6,079
1996	4,541	1,719	6,260
TOTAL	41,663	8,718	50,401

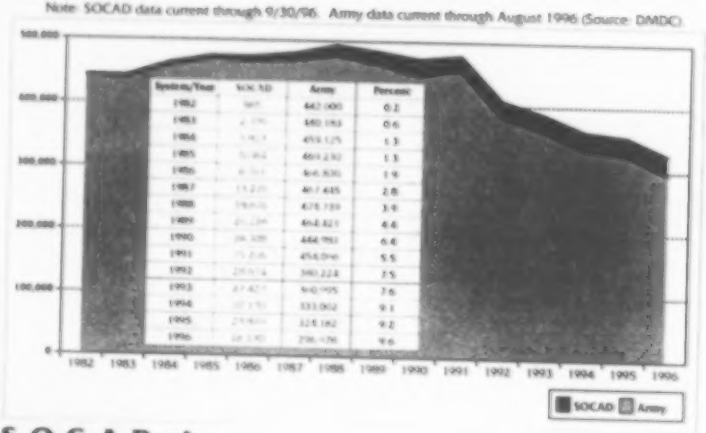


SOCAD
SOC Army Degrees

Note: The first survey of graduates was conducted in 1987 and covered the period 1982-87. Annual surveys followed. Each shows July 1-June 30 data concluding in the year indicated.

New SOCAD Student Agreements Compared to Army Enlisted Strength (E-4 and Above) 1982-1996

Note: SOCAD data current through 9/30/96. Army data current through August 1996 (Source: DMDC)



System/Year	SOC AD	Army	Percent
1982	[illegible]	442,000	0.2
1983	[illegible]	440,193	0.6
1984	[illegible]	453,125	1.3
1985	[illegible]	469,232	1.3
1986	[illegible]	504,830	1.9
1987	[illegible]	497,435	2.8
1988	[illegible]	475,739	3.9
1989	[illegible]	464,821	4.4
1990	[illegible]	444,751	6.4
1991	[illegible]	454,046	5.5
1992	[illegible]	340,224	7.5
1993	[illegible]	340,905	7.6
1994	[illegible]	333,002	9.1
1995	[illegible]	325,182	9.2
1996	[illegible]	296,156	9.6

SOCAD
SOC Army Degrees

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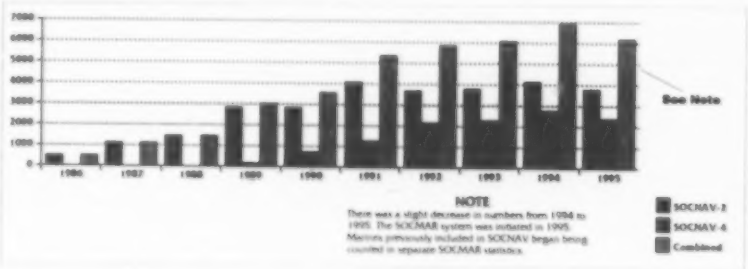
System./Year	SOCNAV-2	SOCNAV-4	TOTAL
1986	486	NA	486
1987	1,097	NA	1,097
1988	1,437	NA	1,437
1989	2,812	190	3,002
1990	2,831	732	3,563
1991	4,058	1,268	5,326
1992	3,664	2,181	5,845
1993	3,760	2,281	6,041
1994	4,102	2,763	6,865
1995	3,756	2,414	6,168
TOTAL	28,001	11,829	39,830

SOCNAV Student Agreements 1986-1995

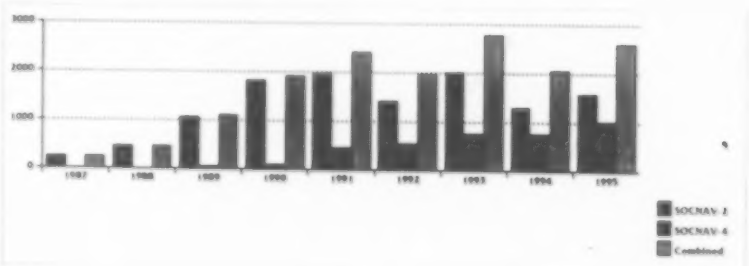


NOTE

There was a slight decrease in numbers from 1994 to 1995. The SOCMAR system was initiated in 1995. Marines previously included in SOCNAV began being counted in separate SOCMAR statistics.

System./Year	SOCNAV-2	SOCNAV-4	TOTAL
1987	249	NA	249
1988	454	NA	454
1989	1,041	48	1,089
1990	1,821	94	1,915
1991	1,945	454	2,399
1992	1,408	5,567	1,960
1993	1,990	771	2,761
1994	1,279	769	2,048
1995	1,570	1,024	2,594
TOTAL	11,753	3,716	15,469

SOCNAV Graduates 1987-1995



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College degree program launched for Marine Corps

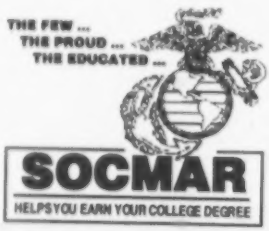
The U.S. Marine Corps has initiated a worldwide higher-education program that will give more than 155,000 Marines the opportunity to earn college degrees while they are on active duty. An additional 190,000 family members also will be eligible to participate. LtGen Christmas, Deputy Chief of Staff for Manpower and Reserve Affairs, announced the start-up of the Servicemembers Opportunity Colleges Marine Corps program, known as SOCMAR. SOCMAR builds on Marine Corps training and experience and is developed specifically for enlisted personnel whose MOS and military schools may have earned them college credits.

In a letter to the commanders of the 21 major Marine Corps installations, General Christmas noted that SOCMAR was created specifically to assist Marine Corps members in completing degree requirements in spite of their mobile life-style. Moreover, he told the commanders that education officers "... should ensure that colleges and universities presently residing on Marine Corps installations take appropriate action to obtain SOCMAR status," and that "new institutions ... will be required to obtain SOCMAR membership."

General Christmas also said SOC colleges and universities "provide flexible residency requirements, reasonable transfer-of-credit policies, and recognition of nontraditional learning such as military schools and experience." SOCMAR colleges guarantee acceptance of transfer courses in specific major and general education areas from all other colleges in related SOCMAR degree programs.

Colleges that participate in SOCMAR will come from a nucleus of the 120 civilian institutions that currently provide associate degree and bachelor's degree programs for the Army in SOCAD and the Navy in SOCNAV. Twenty-two colleges have signed on to participate in SOCMAR-2, the associate degree program, and 15 institutions have agreed to participate in SOCMAR-4, the bachelor's degree program.

Mr. Edward A. McKenney is the SOCNAV/SOCMAR Project Director and Dr. Kathryn M. Snead, director of student services at the University of Central Texas, is joining the SOC staff as program manager of SOCMAR. She holds a bachelor's degree from Wake Forest University, a master's degree in education from the University of Georgia, and a doctorate in education from Syracuse University (*DANTES Information Bulletin*, Number 225, June 1995).



From Left: Edward McKenney, SOCMAR/SOCNAV Project Director; Sergeant Major of the Marine Corps Harold G. Overstreet; Gregory Shields, Director Marine Corps Voluntary Education Programs; Vernon Taylor, Deputy Director Marine Corps Voluntary Education Programs

10

SOC Extended to Prospective Recruits: Development and Implementation of ConAP

In the mid-1970s, the U.S. Army Recruiting Command (USAREC) unilaterally established and implemented Project AHEAD. This initiative was designed to encourage joint enlistment in the Army and enrollment in a neighborhood college near the recruit's home. Although the aims of Project AHEAD were similar to SOC's, this program exacted no specific commitments from the participating institutions to attack the larger, more complex job of orderly transfer of credit, acceptance of nontraditional study, and development of alternative programs. The launching of Project AHEAD by a single service, with its accompanying national advertising, produced confusion in the field and made SOC recruitment more difficult (SOC, 1976, p.6).

In the early fall of 1978, personnel from the Education Directorate, Headquarters Department of the Army conferred with SOC staff about the Army's plan to disestablish Project AHEAD and its wish to rely more heavily on SOC institutions for the basic support of Army's educational programs worldwide. Project AHEAD's design to link the soldier with his home town institution had proved less than successful. After careful planning and a joint conference at Fort Sheridan, Illinois among representatives of HQDA, USAREC, and SOC, a plan evolved to phase out Project AHEAD and transition the enlistment initiative to SOC. Secretary of the Army Clifford Alexander sent a letter on December 1, 1978 to the presidents of colleges and universities participating in Project AHEAD apprising them of the projected phase-out and transition to SOC. SOC's initial communication to the presidents praised their institutions for contributing to Army education, encouraged them to continue their commitments to students who were in the Project AHEAD program, and invited their interest in SOC.

SOC made extensive efforts to follow up with institutions that had participated in Project AHEAD. Eleven regional SOC/AHEAD conferences or seminars and five regional meetings with USAREC educational field specialists were held. By March 31, 1979 , as many as 112 former Project AHEAD institutions had filed applications for SOC membership. Communications had been received from another 74 institutions indicating that they were considering the matter. SOC's goal was not mere numbers but to maintain a continuing interest on the part of local institutions for their own constituents away on active duty in the Army (OVA & SOC, 1979, pp. 16-17).

Nearly nine years later during January, 1988, Lt. Gen. Kenneth Ono, deputy chief of staff for personnel, HQDA, became concerned about Congressional criticism that only a small percentage of veterans were using their GI Bill education benefits. Data then available for enlisted soldiers who came into the Army in the mid-70s to early 80s, and returned to civilian life by 1988 showed that only about 22 percent used their education benefits. Studies cited two important reasons for this low usage rate. First, soldiers who originally intended to go to college after completing military service never developed a plan to do so. Instead, they got married, went to work and never went the college route. Second, some soldiers came from families where sending children to college was not a family tradition. Even though they had money and the intellectual capacity, they never seriously considered themselves to be college-bound persons. Consequently, they never crossed the psychological barrier of applying for college admission. One recommendation was to find a way to enroll soldiers in college before discharge so that, at the time of discharge, they had a concrete plan to go to college.

With this background, General Ono arranged a luncheon to discuss ways in which the Army could increase the number of veterans enrolled in college and using their GI Bill education benefits. Luncheon invitees included Allan Ostar, president of AASCU, and his vice president for administration, Allan Watson. During the ensuing discussion, it was noted that the University of Texas in Dallas had a program called the Concurrent Admissions Program. When students applied for admission as freshmen, they were normally admitted to a community college for the first two years and were concurrently admitted to the junior year at the University if they were successful at the community college. It was suggested that the Army could benefit from the same approach. As soldiers were recruited for military service, the Army recruiters would help those recruits apply simultaneously for admission to college. Qualified soldiers then would be admitted to college, with actual enrollment in class deferred until after discharge. Thus, the soldier had a plan to attend college from the outset of the enlistment with the expected result being more veterans enrolling in college and using their education benefits. General Ono, a former commander of the Army Recruiting Command (USAREC), called Maj. Gen. Thomas Carney, then commanding USAREC, and asked him to look into this idea for its potential as a recruiting program. General Carney assigned the task to James Davis, chief of the education branch, HQ,

As soldiers were recruited for military service, the Army recruiters would help those recruits apply simultaneously for admission to college. Qualified soldiers then would be admitted to college, with actual enrollment in class deferred until after discharge.

USAREC. Colonel Cerone, Commander, 1st Recruiting Brigade, volunteered to conduct a pilot program for the new concept, called the Concurrent Admissions Program or ConAP. Colonel Daniel T. Cerone assigned planning responsibility to Brian Gibbons, 1st Brigade Education Services Specialist.

By September of 1988, the ConAP concept had been refined with a four-battalion pilot program developed to begin in January 1989. Battalions selected for the pilot program were Harrisburg and Philadelphia, Pennsylvania, and Newburg and Syracuse, New York. The lead planners were Jim Davis, USAREC, Brian Gibbons, 1st Brigade, Allan Watson, AASCU and Brenda-Lee Karasik, Education Division, HQDA. In January 1989, colleges within the four-battalion pilot area were asked to participate in ConAP and to indicate their willingness by signing a memorandum of understanding with the respective recruiting battalion. Nineteen colleges, including nine non-SOC colleges, agreed to participate. USAREC developed a ConAP Referral Form for enlistees to use to request applications for admission from ConAP colleges. In February 1989, the ConAP concept was briefed to the SOC Advisory Board. Briefing highlights included (a) ConAP goals to increase public acceptance of the military as a path to higher education and to increase college enrollment of veterans; (b) ConAP operating methodology to include the admission of eligible military enlistees in future college programs concurrent with their enlistment; (c) the benefits that ConAP would bring to SOC, such as SOC serving as the center of veteran enrollment networking and better coordination of soldiers' course selection; and (d) SOC's projected role to serve as the contractor and developer of the ConAP Program once the modification to the existing SOC contract was approved SOC tasks would include: recruiting as many colleges and universities as possible for participation in the ConAP program; serving as a central clearing house for ConAP information and problem resolution; and conducting ConAP orientation for military and college personnel.

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In March 1989, the SOC contract was modified to include ConAP for the remainder of the fiscal year. In May 1989, SOC selected Benjamin C. Buckley as ConAP liaison officer, later to become the ConAP project director. Buckley had recently retired from the Army as an infantry colonel, having served with distinction in many capacities, including military training development.

On June 8 and 9, 1989, SOC held its first ConAP in-progress review in its office in Washington, DC. Every aspect of the ConAP pilot program was covered, including responsibilities of recruiting battalions, colleges, SOC, education centers, USAREC, DANTES and HQDA. Agreement was achieved regarding forms, implementation procedures, reports, marketing materials, program management and milestones. It was also agreed that the ConAP pilot program would be expanded to include the entire 1st Recruiting Brigade area. August 15, 1989 was set as the official implementation date for ConAP. Persons participating in the review were: Ben Buckley from SOC; Jim Davis from HQ, USAREC; Allan Ostar, Allan Watson and Meredith Ludwig from AASCU; Col. Gene Bruce, Brenda-Lee Karasik, Diana Flynn, and Barry Centini from the Education Division, HQDA; Lt. Col. Bob Jaynes and Master Sergeant Victor Dell Isola from enlisted management in the Office of the Deputy Chief of Staff for Personnel, HQDA; Cassandra Cherry from DANTES; Henry Spille from the American Council on Education; Bill Neugebauer from the Fort Myer Education Center; and Brian Gibbons from 1st Recruiting Brigade.

On June 15, Buckley conducted his first ConAP workshop at Fort Meade, Maryland, for all 1st Recruiting Brigade education services specialists and selected recruiters.

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SOC mailed letters to the presidents of all colleges within the 1st Recruiting Brigade area on June 29th, announcing the ConAP program, asking the presidents to participate, and inviting them or their representatives to attend a ConAP college workshop. The First Recruiting Brigade area includes the states of Connecticut, Delaware, Maine, Maryland, New Hampshire, Massachusetts, New Jersey, New York, Pennsylvania, Rhode Island and Vermont. This letter was signed jointly by: Allan W. Ostar, president of AASCU; Robert H. Atwell, president of ACE; John Crowley, president of the American Association of Universities (AAU); Dale Parnell, president of AACJC; Robert L. Clodius, president of the National Association of State Universities and Land-Grant Colleges (NASULGC); and Richard Rosser, president of the National Association of Independent Colleges and Universities (NAICU).

In July 1989, SOC hired Robin Carter as the ConAP associate and produced the first edition of the *ConAP*

Handbook. Buckley conducted the first ConAP college workshop at Princeton, New Jersey on July 19. This workshop consisted of 27 people representing 19 colleges.

By August 2, 53 colleges had agreed to participate in ConAP. Non-SOC colleges that had agreed to participate in ConAP prior to May 1, 1989, received invitations to join SOC but were not removed from ConAP if they elected not to join, the rationale being that these colleges had joined ConAP in good faith before SOC membership became a prerequisite for ConAP participation.

The ConAP modification to the SOC contract was extended from October 1989 to March 1990. By December 31, 1989, 125 colleges were participating in ConAP; 11 college workshops had been conducted, 203 referral forms had been issued; and two admission agreements had been received.

When Alaska Pacific University joined ConAP in July 1994, ConAP was then represented in all 50 states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands.

In March 1990, Maj. Gen. Jack Wheeler, the commander of USAREC, made the decision to continue the pilot program in the 1st Recruiting Brigade and expand the ConAP pilot to the 2nd Recruiting Brigade (Southeast) in April 1990. The Second Brigade included the states of Alabama, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia and West Virginia. On May 24 the expansion of ConAP to the 2nd Recruiting Brigade began with a ConAP college workshop in Richmond, Virginia, with 17 more college workshops conducted in the 2nd Recruiting Brigade by the end of 1990.

A decision briefing was conducted on March 7, 1991 at HQ, USAREC, Fort Sheridan, Illinois for MG Jack Wheeler and BG Alfonso Lenhardt, Commanding General and Deputy Commanding General respectively. The options were to either terminate ConAP or expand the program nationwide. The 1st Brigade Commander cited the greatly reduced DEP loss among ConAP soldiers; i.e., 4.7% versus 18% among non-ConAP soldiers, and improved access to high school and college counselors. The 2nd Brigade Commander stressed greater access and receptivity among parents as well as high school and college counselors. MG Wheeler made the decision to expand ConAP nationwide. Expansion was completed by the Fall of 1991 and resulted in rapid growth of ConAP colleges as well as referrals and acceptances to college. When Alaska Pacific University joined ConAP in July 1994, ConAP was then represented in all 50 states, the District of Columbia, Puerto Rico, Guam,

and the Virgin Islands. On August 1, 1994, Salem State College in Salem, Massachusetts became the 1000th ConAP college. A ceremony recognizing this event and honoring all ConAP member institutions took place on October 26, 1994.

Since 1991 ConAP has become a major USAREC recruiting program with a unique body of literature, prescribed procedures for recruiters and colleges to follow, and is incorporated into USAREC regulations and the curriculum at the Recruiting and Retention School, Fort Jackson, South Carolina. Quantifiable measures of growth as of August 1, 1996 are:

- Number of ConAP colleges: 1,171 including 541 two-year colleges and 630 four-year colleges. Among the four-year colleges, 262 are public and 368 are private.
- Number of new soldiers writing to one or more colleges for admissions applications: 42,768.
- Number of new soldiers accepted for admission to college: 20,345. Note: The reason for the difference in numbers is that applications were not returned, not that the soldiers were denied admission.
- Number of college workshops conducted: 153. Number of colleges attending: 1,340. Total number of attendees: 3,056.

... the new ConAP soldier begins his or her Army service with a "home college" and a definite plan to enroll in college using the Montgomery GI Bill (MGIB).

Here is how ConAP works: Army recruiters refer prospective soldiers to participating colleges and universities in their home communities. Eligible recruits are admitted on a full or provisional basis, with admission deferred until completion of active military service. Provisional admission means that admission is guaranteed, but that the student may be required to take certain foundation courses or undergo other academic preparation as determined by the college and may be limited in the number of courses undertaken. The student is subject to the college catalog in effect at the time of enrollment in classes at the college. The agreement is in effect for two years following completion of active military service. Both the Army and the college maintain contact with ConAP soldiers during their military service to encourage off-duty study and to bond soldiers with their ConAP college. In essence, the new ConAP soldier begins his or her Army service with a "home college" and a definite plan to enroll

in college using the Montgomery GI Bill (MGIB).

As mentioned in the section on "Expanding the SOC Umbrella," the SOC staff proposed and the SOC Advisory Board approved modifying SOC Criterion Number 2 of the *SOC Principles and Criteria* so that the limitation on academic residency would apply only to active-duty servicemembers. Institutions could become SOC institutional members primarily to participate in ConAP. Those institutions normally do not have active-duty servicemembers in their student bodies but would welcome ConAP students coming as veterans after completion of their active duty. This accommodation in the SOC consortium was intended to encourage a diverse array of attractive colleges, universities, and degree-granting technical institutes which prospective Army recruits would be interested in attending full time after their military service.

All accredited colleges and universities in the United States have been encouraged to participate in ConAP. To participate, they must subscribe to the SOC Principles and Criteria *and become a member of SOC.*

All accredited colleges and universities in the United States have been encouraged to participate in ConAP. To participate, they must subscribe to the *SOC Principles and Criteria* and become a member of SOC. This assures ConAP soldiers that their specific "home college" will blend the academic credits earned while in the military, either by traditional or nontraditional means, with their degree programs after they leave the Army. In 1992 the Army National Guard joined the active Army and Army Reserve in using ConAP. This was intended to help the National Guard attract a higher percentage of recruits who are college capable (Mental Category IIIA and higher).

The *Concurrent Admissions Program (ConAP) Handbook* identifies and defines the responsibilities of the following agencies in operating the program: 1) recruiting battalions; 2) colleges and universities, and 3) Army education centers. It outlines the procedures used by SOC in administering the program. Other chapters focus on awarding credit for extra institutional learning and educational benefits. It includes a directory of recruiting battalion specialists and ConAP-specific reports and forms. This *Handbook* is periodically updated and reprinted (Buckley, 1993).

Buckley also developed guides to assist various constituencies to understand ConAP and use the program. Such guides include the *High School and College Counselor's Guide to the Concurrent Admissions Program*

and the *Students' and Parents' Guide to the Concurrent Admissions Programs*. This guide is also printed in Chinese, French, Korean, Spanish and Vietnamese. Those are designed and published as brochures and widely distributed among college and high school counselors.

The ultimate measure of ConAP success in its efforts to get more veterans into college will rest with long term longitudinal evaluation, not yet accomplished. But its short term achievements are attributable to Buckley's organizational and marketing talents; the hard work and dedication of Buckley, Carter, and other members of the SOC staff and to the SOC Advisory Board which provided a place under the SOC umbrella for ConAP to develop, expand, and function effectively in the higher education community in support of the Army and Army veterans.

Some Items of Interest

- *In the mid-1970s, the U.S. Army Recruiting Command (USAREC) unilaterally established and implemented Project AHEAD. This initiative was designed to encourage joint enlistment in the Army and enrollment in a neighborhood college near the recruit's home. Although the aims of Project AHEAD were similar to SOC's, this program exacted no specific commitments from the participating institutions to attack the larger, more complex job of orderly transfer of credit, acceptance of nontraditional study, and development of alternative programs. The launching of Project AHEAD by a single service, with its accompanying national advertising, produced confusion in the field and made SOC recruitment more difficult.*

- *By March 31, 1979 , as many as 112 former Project Ahead institutions had filed applications for SOC membership. Communications had been received from another 74 institutions indicating that they were considering the matter. SOC's goal was not mere numbers but to maintain a continuing interest on the part of local institutions for their own constituents away on active duty in the Army.*

- *By September of 1988, the ConAP concept had been refined with a four battalion pilot program developed to begin in January 1989. Battalions selected for the pilot program were Harrisburg and Philadelphia, Pennsylvania, Newburg and Syracuse, New York. The lead planners were Jim Davis, USAREC, Brian Gibbons, 1st Brigade, Allan Watson, AASCU and Brenda-Lee Karasik, Education Division, HQDA.*

- *In January 1989, colleges within the four-battalion pilot area were asked to participate in ConAP and to indicate their willingness by signing a memorandum of understanding with the respective recruiting battalion. Nineteen colleges, including nine non-SOC colleges, agreed to participate.*

- *In March 1989, the SOC contract was modified to include ConAP for the remainder of the fiscal year. By May 1989, SOC selected Benjamin C. Buckley as ConAP liaison officer, later to become the ConAP project director. Buckley had recently retired from the Army as an infantry colonel having served with distinction in many capacities, including military training development.*

- *In July 1989, SOC hired Robin Carter as the ConAP associate and produced the first edition of the ConAP Handbook . Buckley conducted the first ConAP college workshop at Princeton, New Jersey on July 19. This workshop consisted of 27 people representing 19 colleges.*

- *By August 2, 53 colleges had agreed to participate in ConAP. Non-SOC colleges that had agreed to participate in ConAP prior to May 1, 1989, received invitations to join SOC but were not removed from ConAP if they elected not to join, the rationale being that these colleges had joined ConAP in good faith before SOC membership became a prerequisite for ConAP participation.*

- *In 1992 the Army National guard joined the active Army and Army Reserve in using ConAP. This was intended to help the National Guard attract a higher percentage of recruits who are college capable*

- *The ultimate measure of ConAP success in its efforts to get more veterans into college will rest with long term longitudinal evaluation, not yet accomplished. But its short term achievements are attributable to Buckley's organizational and marketing talents; the hard work and dedication of Buckley, Carter, and other members of the SOC staff and to the SOC Advisory Board which provided a place under the SOC umbrella for ConAP to develop, expand, and function effectively in the higher education community in support of the Army and Army veterans.*

11

SOC Outreach with the Army National Guard: Development and Implementation of SOCGuard

In the active forces, the education center on the military installation is the focal point for servicemembers to enter the educational process. It is there that servicemembers go to obtain counseling, financial aid, and referral to a college or university that can meet their educational needs or aspirations. Reservists face a different situation. Many of these "weekend warriors" go to an armory or reserve center once a month for Saturday and Sunday training and then serve a two-week active-duty period each year. Explorations with regard to applications of SOC to the National Guard came early in SOC history. The 1977 *SOC Report to the Carnegie Corporation of New York* contained this statement:

> The National Guard worked with the SOC staff quite closely in planning a national effort to provide better educational services to Guard members. Model legislation was developed by the Guard from the experience of some four states which sought to strengthen the Guard by funding educational costs for Guard members. (SOC, 1977a, pp. 7-8.)

Until the 1980s, civilian educational opportunities for reservists and National Guard personnel were simply not an important part of the military agenda. In 1982 the *Army Plan* called for the extension of the Army Continuing Education System to the Reserve Component. This included tuition assistance for postsecondary programs. In addition, the Montgomery GI Bill included provisions for members of the Reserve Components to participate, but at a reduced rate.

By 1990, each state adjutant general's office had a designated "education services officer" to assist guard personnel within that state with their educational activities. In some states this ESO had a small staff. Each Continental Army had some education infrastructure that generally extended down into the major reserve units. Many battalion-size units had an NCO appointed as education services officer as an additional duty. These NCOs often had little training in education, and limited time and educational resources. Tuition assistance funding for Reserve Components was eliminated after fiscal year 1990. Consequently, the fledgling beginning of voluntary educational development of these servicemembers was tenuous at best. To further complicate the situation, colleges and universities not located near active military installations often were unaware of these servicemembers and their special

educational needs. Those institutions were not likely to recognize reserve servicemembers as potential candidates for their continuing education programs. They were often unfamiliar with the blending of traditional and nontraditional education opportunities that has proven successful with active duty servicemembers.

In February, 1989, SOC, working closely with the National Guard Bureau, set about rectifying this situation within the Army National Guard (ARNG) by establishing the SOC ARNG Outreach Program. Maj. Robert Berkeley was the National Guard Bureau action officer who took the lead on this initiative. Theodore R.(Ted) Cromack was selected to serve on the SOC staff as the SOC/ARNG Outreach Program director. Initially focusing on recruiting colleges and universities for SOC membership in seven states, Cromack tried several strategies. Working through the central office, he conducted SOC workshops for representatives of colleges and universities targeted for participation in the Outreach Program. In addition, state ARNG ESOs arranged visits to key institutions' campuses where Cromack and the ESO together presented the SOC story to presidents, vice presidents, and/or deans and solicited those institutions' interest in serving the National Guard soldier. In each workshop and meeting the emphasis was on the recognition and use of the *ACE Guide* and the award of appropriate credit for learning demonstrated through standardized tests such as CLEP, ACT/PEP, and DSST. While reasonable transfer-of-credit practices and limitations on academic residency requirements remained important, they become secondary to the actual blending of academic credits earned through accepted nontraditional methods into traditional degree programs for ARNG students.

The Outreach Program encouraged the use of the Montgomery GI Bill, degree planning and, where possible, the use of SOC Student Agreements that serve as contracts for degrees between colleges and the ARNG students.

The Outreach Program encouraged the use of the Montgomery GI Bill, degree planning and, where possible, the use of SOC Student Agreements to serve as contracts for degrees between colleges and the ARNG students. The *SOC Principles and Criteria* were recognized as the common framework in which postsecondary institutions address educational needs of the military student whether active-duty, reserve, veteran or adult family member. During 1990, the Outreach Program expanded to include 10 additional states. The message of the SOC model had begun to permeate higher education well beyond the boundaries of active military installations.

Cromack designed the *ARNG/SOC Outreach Handbook* to be used to develop competencies needed to advise students effectively within SOC and the SOC network systems (Cromack, 1990). It was specially focused on the needs of Guard counselors and college advisers, but was also useful for other staff members of the National Guard, education centers and college staff personnel. It contained a number of forms and references that served as resource materials for both National Guard education counselors and college personnel who worked with Guard soldiers seeking enrollment in their institutions. The *Handbook* served as a workbook for training purposes and a ready reference resource book. Chapters included: (1) an overview of SOC for the National Guard; (2) how a college becomes a SOC member; (3) nontraditional education; (4) extra institutional learning; (5) descriptions of other SOC programs; (6) SOCAD Student Agreement; (7) Educational Goal and Evaluation Plan; and (8) a synopsis of educational benefits available for Guardmembers. The *Handbook* was updated and reprinted as the program developed.

Cromack designed the ARNG/SOC Handbook to be used to develop competencies needed to advise students effectively within SOC and the SOC network systems.

In addition to the *ARNG/SOC Outreach Handbook*, Cromack developed the *External Degrees Supplement to the SOCAD-4 Handbook* for the Army National Guard (1992). The supplement was intended to aid ARNG ESOs in helping their officers and enlisted soldiers obtain baccalaureate degrees. The supplement focused on a subset of SOCAD-4 institutions that offered external degree opportunities allowing Guardsmen and women to complete college programs without having to meet an on-campus residency requirement. It included considerable information regarding 13 providers of external degree programs giving Guard personnel the basis for choosing intelligently a program that would suit their particular educational needs.

After tuition assistance was no longer authorized for Reserve Component forces, the SOC/ARNG Program came under considerable scrutiny with a serious possibility of it being eliminated. Because of Cromack's record of service and the contributions rendered by SOC on behalf of the Army National Guard, the National Guard Bureau elected to continue its SOC connection but with a revamped program with the title "SOCGuard." Cromack retired in early 1993, just as SOCGuard came into existence with its focus on both recruiting and retention of college-capable ARNG servicemembers.

SOCGuard's mission is to provide educational advice and leadership and to facilitate coordination with colleges to help ARNG soldiers realize their full military and civilian career potential. The primary objective of SOCGuard is to retain high quality ARNG citizen-soldiers by integrating postsecondary education with ARNG recruiting and retention activities. It consists of two independent but interrelated programs: "Recruiting through Education" and "Retention through Education." Recruiting through Education is accomplished through the Concurrent Admissions Program Plus (ConAP+). Through ConAP+ new soldiers apply and gain admission to local SOC colleges simultaneously with their enlistment in the ARNG with enrollment deferred for up to two years following completion of Initial Active Duty for Training (IADT). Retention through Education encourages new and current ARNG soldiers to apply for admission to and enroll at their selected SOC colleges.

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As initially envisioned, SOCGuard provided recruits and ARNG soldiers with five services: personal ability analysis, career exploration, college information, analysis of military experience for civilian college credit, and a "living plan" through ConAP+ to pursue a postsecondary education. These services were organized under the Education Advisement Model, which incorporated the use of laptop computers, portable printers, and three software programs to aid in the dissemination of up-to-date and comprehensive educational information. The first software program was the Computer Assisted Guidance Information System (CAGIS) which provided an on-line interest inventory capability for personal ability analysis, as well as Department of Labor occupational information for career exploration and complete educational information on all accredited two-year, four-year and graduate programs in the United States. The second software program was the Military Experience and Training Evaluation Consultant (METEC). It provided an on-line capability to analyze and recommend college credits for military experience in the Army, Navy, Air Force, Marines, Coast Guard, and DoD. The third software program was the Guard Accession Information Network System Plus (GAINS+) which has the ConAP+ *College Referral and Admission Agreement* form built into the database so that it is produced with the accession packet at time of enlistment.

Upon the retirement of Ted Cromack in March 1993, Frank Hennessy became the SOCGuard Project Director.

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His background in postsecondary education included tenure as a college and university president. He also worked extensively with military voluntary education programs and served as an Army Reserve Officer. Jon Boyle retained his role as SOCGuard Program Manager with primary responsibility for directing the ConAP+ program. His main focus was to assist ARNG recruiting and retention personnel in the effective utilization of the CAGIS and METEC software programs. The two Program Associates, Andrea Hoen-Beck and Marcy Shapiro, continued their roles in maintaining the SOCGuard data base, developing and distributing brochures, workbooks and other marketing material, responding to SOC "Hotline" inquiries, and attending ARNG and professional education conferences to serve on panels and staff the SOCGuard display.

Hennessy continued to expand SOCGuard initiatives in the higher education community by conducting college workshops and conferring with campus officials to increase postsecondary educational opportunities for ARNG personnel. In addition, he maintained close working relationships with ARNG leaders at the National Guard Bureau and in each state. Successful program planning and execution involved essential input from Mr. Larry Lutz and LTC Ken Ductor at the National Guard Bureau.

"The Guard College Plan" directed recruiter concentration toward college-capable high school juniors and seniors who needed money for college

Between August and September 1994, Boyle and Hoen-Beck resigned to accept new positions. Marcy Shapiro was appointed to the position of SOCGuard Project Associate and Michael Hill joined the team as SOCGuard Program Manager in November 1994. In the months that followed, the SOCGuard team launched an effort to develop new approaches to support the ARNG "Recruiting and Retention through Education Initiative." One example was "The Guard College Plan." Hill developed this "Plan" and the SOCGuard team implemented this new initiative in 1995. A sharp decline in the availability of prior-service enlistees required that greater attention be given to the non-prior-service market. The Guard College Plan provided a strong option for ARNG recruiters in the increasingly competitive recruiting climate.

"The Guard College Plan" directed recruiter concentration toward college-capable high school juniors and seniors who needed money for college. The SOCGuard team developed the brochure "Need $ For College" that explained the plan and presented a comprehensive over-

view of college costs, and ARNG state and federal educational benefits for recruits and soldiers. In order to test the viability of "The Guard College Plan," the SOCGuard staff conducted training in more than a dozen states during FY 1995. Training included demonstration presentations by SOCGuard staff in selected high schools, periodic training sessions at the ARNG Professional Education Center (PEC), NCO training sessions in fifteen states and regional locations, and concept marketing at professional education conferences and ARNG meetings.

State and federal educational support for ARNG soldiers increased at a rapid pace during this period, with educational incentives in some states covering a major share of a student's college expenses. The overall expansion of educational incentives coupled with the restructuring of the ARNG Recruiting and Retention Program to focus on the new "Strength Maintenance" concept created new challenges for SOCGuard. Facilitating Strength Maintenance NCO's efforts to penetrate the non-prior-service high school market became a primary emphasis for SOCGuard.

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In January 1996, Michael Hill assumed the position of SOCED Program Manager and Frank Boyd, a retired Air Force colonel, joined the SOCGuard staff in February 1996 as Program Manager.

Some Items of Interest

- *In 1982 the Army Plan called for the extension of the Army Continuing Education System to the Reserve Component. This included tuition assistance for postsecondary programs. In addition, the Montgomery G-I Bill included provisions for members of the Reserve Components to participate, but at a reduced rate.*
- *In February, 1989, SOC, working closely with the National Guard Bureau, set about rectifying this situation within the Army National Guard (ARNG) by establishing the SOC ARNG Outreach Program. Maj. Robert Berkeley was the National Guard Bureau action officer who took the lead on this initiative.*
- *Theodore R.(Ted) Cromack was selected to serve on the SOC staff as the SOC/ARNG Outreach program director. Initially focusing on recruiting colleges and universities for SOC membership in seven states, Cromack tried several strategies.*

- *The Outreach Program encouraged the use of the Montgomery GI Bill, degree planning and, where possible, the use of SOC Student Agreements that serve as contracts for degrees between colleges and the ARNG students.*

- *Cromack retired in early 1993, just as SOCGuard came into existence with its focus on both recruiting and retention of college-capable ARNG servicemembers.*

- *SOCGuard, under the leadership of Frank Hennessy as SOCGuard project director and his team consisting of Frank Boyd and Marcy Shapiro, takes an active role in seeking out new approaches to support National Guard recruiting and retention through education. They emphasize SOC's partnership with the states' adjutant generals to produce programs that work.*

CHANGING OF THE GUARD

National Guard

SOC Outreach

SOCGuard

Serving the Army National Guard

Dr. Ted Cromack Receives Award

Dr. Ted Cromack was awarded the Alabama Commendation Medal during a recent Servicemembers Opportunity Colleges' Workshop held in Montgomery, Alabama. The award signed by Governor Guy Hunt and Major General Ivan F. Smith, Adjutant General for the State of Alabama, recognized Dr. Cromack's exceptionally meritorious and distinguished civilian services for the state of Alabama.

Dr. Cromack has organized and played a dominant role in Servicemembers Opportunity Colleges' National Guard Outreach Program during the period 1 February 1989 to 19 February 1992. He participated in numerous regional area, and national seminars, to include presentations at state-supported workshops. Additionally, he was responsible for the increase of SOC membership by colleges and universities within the state of Alabama

During the presentation, CW3 Charles Weston, Alabama ARNG Education Services Officer, commented that Dr. Cromack has been instrumental in assisting Alabama postsecondary institutions in blending traditional and non traditional education programs. (*Dantes Information Bulletin*, Number 187, April 1992)

COL Craven presents Dr. Cromack the Alabama Commendation Medal

Cromack Retired — Hennessy New SOCGuard Project Director

Dr. Theodore R. Cromack, first director of the SOC project for the Army National Guard, retired effective 20 March. During his last day of work, he made a final presentation at the DANTES workshop for the Army National Guard Education Services Officers in Pensacola, Florida.

Along with the Concurrent Administrations Program for the Army, Dr. Cromack was responsible for a major increase in the number of colleges joining Servicemembers Opportunity Colleges from 1989 to 1992. When asked about the direction for the SOCGuard Project, Dr. Cromack answered, "The Guard Bureau is greatly concerned with recruiting and retaining a quality force and this concern is reflected in the way SOC will help the Guard meet its educational needs. I anticipate that the SOCGuard Director will find ways of addressing the challenge of increasing the educational level of the Guard by using education as an incentive in both recruiting and retaining Guard soldiers and officers."

In response to the question of what he intends to do after retirement, Dr. Cromack answered, "I have just completed a novel and have an agent presently reviewing it. When it gets published (or should I say if), I plan to start another. Of course, I will spend much more time on my square dance calling and my wife believes that I will be available to work on a long list of projects."

Dr. Frank Hennessy recently became the new Director of SOCGuard. His responsibilities include two Army National Guard components: "Recruiting Through Education" and "Retention Through Education."

Dr. Hennessy brings notable academic experience to the project. In addition to several teaching assignments, he has served as Dean of Student Services, Director of Continuing Education and Extension Services and President of three institutions, including SUNY Delhi. While serving as Vice President for Academic Affairs and Interim President of National University, he worked with an academic program for the California National Guard. He also has worked with the District of Columbia National Guard in developing an education program for Guard members.

Holding a doctorate from Michigan State University in Higher Education Administration, Dr. Hennessy's early work includes Guidance and Counseling. His education was briefly interrupted with a combat tour as Company Commander in Korea. Originally from New England, Dr. Hennessy now resides with his wife in Annapolis, Maryland.

DANTES appreciates Dr. Cromack's contributions to the SOC Army National Guard program. We wish him continued success in his personal and professional endeavors.

DANTES extends a warm welcome to Dr. Hennessy. (*DANTES Information Bulletin,* Number 200, May 1993)

Dr. Hennessy discusses the job of SOCGuard Project Director with Dr. Cromack

12

SOC and Developmental Education

Prior to 1991, SOC had little involvement in the basic skills education programs of the military services. SOCNAVPREP began as a pilot developmental education effort sponsored by the Navy beginning in FY 1992. Sara Victoria (Vicki) Harding was selected to serve as SOCNAVPREP program manager.

SOCNAVPREP was designed for the sailor who, although a high school graduate, is not quite ready for college. Some sailors already take developmental courses at local community colleges to bridge the gap into college-level courses. However, many do not. Existing programs are often viewed as remedial rather than developmental. Many sailors are not even aware that such developmental courses exist. The challenge for SOCNAVPREP is first to identify and target sailors who, on their own, would not be knocking on Navy Campus or college doors and, second, to motivate and encourage those sailors to take advantage of SOCNAVPREP opportunities.

SOCNAVPREP is an attempt to "package" developmental courses into a more positive context that focuses on preparation for college rather than on remediation of basic skills. The program leads to a college preparatory certificate signed by the college and the sailor's commanding officer. This positive focus and recognition of achievement should encourage more sailors to take that first step toward a college degree.

Much of the effort to identify and motivate this new segment of sailor population (i.e., those who have not yet approached Navy Campus or the colleges) lies with the local command to which the sailor is assigned or attached. Commanding officers, command career counselors and local education services officers are being made aware of this college preparatory program. They, in turn, must make it clear to the sailor that education benefits the servicemember both in terms of self development and career enhancement.

In order to become better grounded in developmental education and to identify the military problem in this area, the SOC staff developed a research monograph entitled *Helping Servicemembers with Flawed High School Education* (Anderson, Harding, & Kime, 1992). It concluded that:

- Developmental education currently available to servicemembers at selected locations appears to be in the

mainstream of developmental education in the United States. Generally, however, the military services have not focused on the need and have not established postsecondary developmental education as a priority element of their education programs. Support from military leadership down to local commands is crucial for success in any program implementation.

- Servicemembers from minority backgrounds tend to be more likely to have need for developmental education. Unless appropriate intervention occurs, the data suggest that high percentages of those who are academically at-risk will not draw education benefits from the Montgomery GI Bill, and perhaps not share at all in the American dream through postsecondary educational achievement.
- Educational resources and planning in the Department of Defense and the various services should be shifted to help academically at risk servicemembers engage in developmental education that promotes military job performance and development of the servicemember as a college-capable student. Postsecondary developmental work must form the "basic skills" of the new U.S. military.
- Innovative approaches are needed to make developmental education both appealing to the servicemember and effective for the military. The natural continuum from developmental coursework into lower division college work should be understood and exploited. A sophisticated approach to developmental skills will emphasize the positive—encouraging the servicemember. Servicemember motivation is another key to success for any developmental program in the military services. (Anderson, Harding, & Kime, 1992, pp. 36-37)

Innovative approaches are needed to make developmental education both appealing to the servicemember and effective for the military. The natural continuum from developmental coursework into lower division college work should be understood and exploited.

The monograph recommended:

1. That DoD formally recognize the need for developmental education in DoD Directive 1322.8 and sponsor a model program for developmental studies that each military service could modify and implement to meet their service-specific needs. This model should use the SOCNAVPREP effort as its basis. Desirable features include:
   - A means of identifying those needing developmental work in the recruitment process;
   - A curriculum that is straightforward and easy to execute;
   - A process for documenting desired educational learning outcomes and for recognizing completion; and

- An identification of appropriate support services essential for program success.

2. That each military service develop programs and integrate them into their current educational efforts with a strong connection to voluntary postsecondary education. They should seek ways to foster continuing education after developmental work toward postsecondary degrees, making good on promises for educational opportunity made during recruitment and career counseling.

3. That DoD integrate completion of appropriate developmental studies into the career planning of servicemembers setting forth concrete requirements and milestones for reaching a minimal level of educational achievement. (Anderson, Harding, & Kime, 1992, pp. 37-38)

Kime and Anderson presented this paper at a concurrent session of the Adult Education Conference of the American Association of Adult and Continuing Education on November 5, 1992, at Anaheim, California. Harding and Anderson also presented this paper at the Conference on Research in Developmental Education on November 12, 1992, at Charlotte, North Carolina.

By the second quarter of Fiscal Year 1995, SOCNAVPREP was fully integrated into the SOCNAV-2 system as a non-degree network.

Later, from the research monograph, Anderson and Kime developed *SOC Issue Paper 1-93 Needed: Advocates for Developmental Education.* On December 21, 1992, Kime sent *SOC Issue Paper 1-93* to the education chiefs of the military services, to OSD, and to the DANTES director.

By the second quarter of Fiscal Year 1995, SOCNAVPREP was fully integrated into the SOCNAV-2 system as a non-degree network. All SOCNAV-2 colleges that offered developmental coursework were included in the SOCNAVPREP network. Their SOCNAVPREP curriculum exhibits are displayed in the *SOCNAV-2 Handbook*. Any college offering developmental courses that joins SOCNAV-2 in the future will be included in SOCNAVPREP in addition to the associate degree networks they join.

Some Items of Interest

- *Prior to 1991, SOC had little involvement in the basic skills education programs of the military services. SOCNAVPREP began as a pilot developmental education effort sponsored by the Navy beginning in FY 1992. Ms. Sara Victoria (Vicki) Harding was selected to serve as SOCNAVPREP program manager.*

- *Commanding officers, command career counselors and local education services officers are being made aware of this college preparatory program. They, in turn, must make it clear to the sailor that education benefits the servicemember both in terms of self development and career enhancement.*

- *In order to become better grounded in developmental education and to identify the military problem in this area, the SOC staff developed a research monograph entitled Helping Servicemembers with Flawed High School Education.*

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13

SOC's Involvement in Teacher Education

SOCED is a program designed to help soldiers and sailors begin preparing for a post service career in teaching while they are still on active duty. All SOCED colleges are members of SOC and some also belong to the SOCAD-4, SOCNAV-4 and SOCMAR-4 network systems. Sara Victoria Harding was selected to serve as the SOCED Program Manager, in addition to her SOCNAVPREP duties.

SOCED was officially launched with the publication of the Fall 1992 *SOCAD* and *SOCNAV Handbooks*. SOC compiled a list of eight core courses that are basic to most teacher preparatory programs regardless of which state, grade level or subject a future teacher chooses. The "SOCED Core" follows:

- Education Psychology
- Foundations of Education
- Introduction to Education
- Human Growth and Development
- Strategies of Teaching
- Learning Theories
- Classroom Management
- Computers in Education

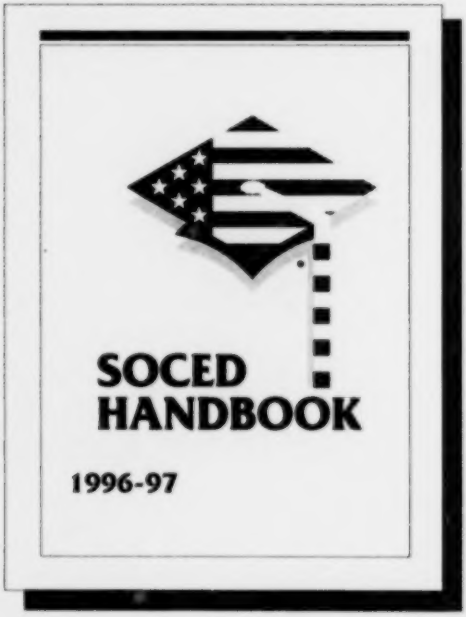
The eight courses of the SOCED Core standing alone constitute a non-degree program. Thirty-nine colleges and universities have indicated a willingness to participate in this effort. Its purpose is to provide a selection of professional education courses that will be useful in most certification programs and whose transferability is guaranteed within the SOCED Core non-degree network. Some notes of caution: all colleges do not offer all courses; state certification programs require different combinations of courses; and, rarely will all eight be required by any one certification program.

Not every college wanting to participate in SOCED is situated to become a member of the SOCAD/SOCNAV/SOCMAR network system, with its student agreement, transfer guarantees, and the award of credit for nontraditional education. To accommodate this, SOC created two categories of SOCED colleges: (1) colleges in one or more

SOCAD-4, SOCNAV-4, or SOCMAR-4 networks (SOCED Core, SOCED Interdisciplinary Studies, and SOCED Training/Instruction) on or near military installations; and (2) SOCED affiliate colleges that may have no direct link to the military but provide college opportunities for servicemembers leaving active-duty because of retirement, end of enlistment, or downsizing. For the SOCED affiliate colleges, SOCAD/SOCNAV/ SOCMAR membership is not required; completion of a local degree or certificate plan is encouraged; and course descriptions are reviewed and the core courses are accepted in transfer from all SOCED network colleges.

The *SOCED Handbook 1996-97*, and its preceding editions, spell out how SOCED works, the role of the education services officer in SOCED, which are SOCED colleges and where SOCED programs are located, plus other information useful for individuals interested in teaching.

SOCED involves intensive counseling. The SOCED program manager devotes considerable time and energies while in the SOC office counseling individuals via tele-



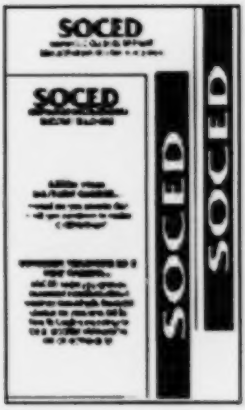
The SOCED Handbook 1996-97, and its preceding 1994-95 edition, spell out how SOCED works, the role of the education services officer in SOCED, which are SOCED colleges and where SOCED programs are located, plus other information useful for individuals interested in teaching.

phone and dispensing information about teaching and teacher's certification.

The SOCED program manager works closely with the Troops to Teachers Program administered by DANTES. The program manager advises all active-duty servicemembers seeking to transfer into the teaching profession to contact the Troops to Teachers Program. The Troops to Teachers office can verify eligibility, enroll when requirements are met, and advise a servicemember as to which school districts qualify to receive grant money for hiring eligible veterans. The SOCED effort complements the Troop to Teachers Program and does not duplicate it.

In FY 1996 and 97 SOCED began to focus efforts on a "bench marking" approach to the colleges in various states.

The initial phase of the initiative involved the evaluation of existing teacher preparation programs to determine which were the most effective in assisting large numbers of military personnel transition from active duty to the classroom as highly qualified teachers. A review of several military teacher preparation programs offered by SOCED colleges clearly pointed to the Old Dominion University Military Career Transition Programs as the desired benchmark SOCED teacher preparation program.



The ODU program was selected because it provides a well designed undergraduate program that is very attractive to enlisted personnel, allowing them to obtain a B.S. and teacher certification/licensure in Virginia. Another noteworthy attribute of the program is a combined teacher preparation and career transition program with full-service counseling including:

- Credit for military training and experiential evaluation (i.e., the student teaching requirement is reduced from 12 to 6 weeks).
- Use of "A" schools for the granting of college credit.
- Articulation agreements established with the Virginia Community College system, Saint Leo College, and the Embry-Riddle Aeronautical University.
- Assistance in making arrangement for student teaching.
- Extensive job placement assistance.

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- Post-employment follow-up assistance.
- Assistance with career advancement (i.e., follow-on assistance for graduates who wish to certify in administration and move up to an Assistant Principal or Principal position).

By using SOC student agreements, participants are not required to complete all of the degree program at ODU. Once ODU's residency requirements have been met, the SOC Student Agreement provides a portability of the program, allowing for completion of the degree at a subsequent duty station at another college.

In addition to the outstanding career progression services for military personnel, ODU also offers full-service teacher preparation programs for family members and other federal employees.

Finally, the ODU program has forged model collaborative relationships between the state department of education and the school divisions responsible for hiring program graduates.

Having identified the ODU program as a benchmark for the SOCED program, initiatives have now begun to make other SOCED and SOC institutions aware of the advantages of implementing similar teacher preparation programs based on the ODU model.

Having identified the ODU program as a benchmark for the SOCED program, initiatives have now begun to make other SOCED and SOC institutions aware of the advantages of implementing similar teacher preparation programs based on the ODU model. In this regard two new brochures have been developed to complement the very popular SOCED brochure recently published by DANTES.

At the present time, the University of Southern Colorado (USC) has submitted a state grant request to implement a teacher preparation program based on the ODU model. If successful, SOCED hopes to establish the USC teacher preparation program as the model for colleges west of the Mississippi.

SOCED has also begun an initiative to form closer partnerships between SOCED Affiliate Colleges, SOC colleges and the National Guard and reserve service components. The objective is to make teacher preparation professionals aware of the financial advantages of part time membership in the Guard or Reserve ($24,000 to $34,000 while attending college). As college expenses continue to increase at twice the rate of inflation many pro-

spective teachers are looking for sources of financial assistance and the Guard and Reserve offer exceptional financial incentives for college-bound high school students.

It will take time for these initiatives to develop. However, preliminary feedback indicates there is a great deal of interest among selected SOCED and SOC colleges.

Some Items of Interest

- *SOCED is a program designed to help soldiers and sailors begin preparing for a post-service career in teaching while they are still on active duty. All SOCED colleges are members of SOC and some also belong to the SOCAd-4, SOCNAV-4, and SOCMAR-4 network systems. Sara Victoria Harding was selected to serve as the SOCED Program Manager, in addition to her SOCNAVPREP duties.*

- *The eight courses of the SOCED Core standing alone constitute a non-degree program. Thirty-nine colleges and universities have indicated a willingness to participate in this effort. Its purpose is to provide a selection of professional education courses that will be useful in most certification programs and whose transferability is guaranteed within the SOCED Core non-degree network.*

- *The SOCED program manager works closely with the Troops to Teachers Program administered by DANTES. All active-duty servicemembers seeking to transfer into the teaching profession are advised to contact the Troops to Teachers Program.*

14

SOC and Veterans

In 1973 when AACJC and AASCU agreed to fold the two SOC programs together, AACJC included its veterans' program in this SOC consolidation under AASCU. William E. Lawson, formerly the director of the veterans' program for AACJC, became the SOC associate director (veterans') and the administrative assistant, Mary Ann Settlemire, became the program associate (veterans' program). The AACJC/AASCU Veterans' Program was funded in its entirety through grants from the Carnegie Foundation. The primary functions of the program were:

1. To maintain a clearinghouse that provided information on the GI Bill and the new Veterans Educational Assistance Program (VEAP); distributing the Digest published by the National Alliance of Businessmen; providing testimony on standards of progress and other data pertinent to the Veterans Administration overpayments; and providing materials on affirmative action for handicapped individuals, Veterans-Cost-of-Instruction Program (VCIP) grantees and other such materials. All SOC member institutions were included on the SOC Veterans' Program mailing list. Aside from mailings, the clearinghouse answered from four to ten questions per day by telephone. In January 1976, the clearinghouse mailed out 335 questionnaires to determine whether services that were being rendered were satisfactory and that information being disseminated was timely and helpful to recipients. Over half of the respondents indicated that services were "excellent."

2. To participate in SOC regional conferences. For example, in 1976, SOC conducted four regional conferences (Washington, Los Angeles, Omaha, and Atlanta). The conferences began with a general session outlining SOC and its two major components—active-duty service personnel education and veterans' affairs— and then split off into two working groups under those headings. A wrap-up of both sessions closed the one-day meetings.

3. To monitor legislation and regulations that included a variety of legislative initiatives and Veterans Administration (VA) regulatory documentation including such items as the delimiting date for veterans' use of the GI Bill. It also monitored the Veterans-Cost-of-Instruction Program administered by the U.S. Office of Education; proposed regulations regarding "Talent Search, Upward Bound And Special Services for the Disadvantaged (TRIO); and VA regulations dealing with disabled veterans, incarcerated veterans, and minority veterans.

4. To serve as a spokesperson for veterans' interests. The SOC Veterans' Program was visible with SOC staff attending many major veterans-related meetings across the United States and answering the mail and tele-

phone inquiries on a daily basis. (SOC Veterans' Program and Information Clearinghouse Report, December 1, 1976)

During 1977, the veterans' program was separated from the combined SOC/veterans' project and was given its own budget. The position of SOC associate director (veterans) was changed to Director of the Office of Veterans' Affairs and moved back under AACJC for daily operations. A separate advisory committee was created for the veterans' programs. Both SOC and the Office of Veterans' Affairs remained jointly sponsored by AASCU and AACJC and were governed by the above-mentioned policy board. AACJC served as the executive agent for Office of Veterans' Affairs while AASCU was the executive agent for SOC. When the Carnegie Corporation of New York grant ended on March 31, 1979, so did the Office of Veterans' Affairs.

A section of the *SOC Principles and Criteria* entitled "Veterans' Services" to guide SOC institutions in addressing veteran needs. It states that, for veterans returning to civilian life to begin or continue study, SOC institutions should provide appropriate evaluation of their training, experience, and prior study and other services similar to those afforded servicemembers. Some of the SOC criteria apply equally to the institution's treatment of veterans as they do for servicemembers in areas such as admission practices, transfer of credit and recognition of other forms of learning, including military experience. When a servicemember has completed the residency requirement while on active duty at a SOC college, that college is obliged to recognize that fact when the servicemember becomes a veteran. Although broader instructional offerings and services may be available to returning veterans, counseling, evaluation, and planning are of particular importance in assisting them to reach their personal and career goals.

The SOC Advisory Board did include a section in SOC Principles and Criteria *entitled "Veterans' Services" to guide SOC institutions in addressing veteran needs. It states that, for veterans returning to civilian life to begin or continue study, SOC institutions should provide appropriate evaluation of their training, experience, and prior study and other services similar to that afforded servicemembers.*

The *SOC Principles and Criteria* stipulate that SOC colleges and universities

- encourage veterans to continue or complete study started during service or interrupted by duty requirements
- offer opportunities to veterans similar to those extended to servicemembers under the SOC Criteria, including provision of information and counseling services to

ensure that veterans are aware of the benefits, regulations and potential problems of veterans' assistance programs

- comply with the provisions of 38 USC 1775 pertaining to veterans' educational assistance; and
- provide veterans, previously admitted as SOC students, with opportunities to complete their programs under the conditions of their student agreements. (SOC Principles and Criteria, 1995-1997, p. 8)

In 1993, the SOC director proposed "SOCVET-Servicemembers Opportunity Colleges for Veterans." SOCVET would serve as a consortium of colleges dedicated to the education of servicemembers in transition to civilian life.

Even though the Office of Veterans' Affairs no longer existed, the need for those services continued. The provision addressing "Veterans' Services" in the SOC Principles and Criteria thus became more significant. Veterans' services have become increasingly important with the enactment of the Montgomery GI Bill in 1985 and the military downsizing of the 1990s. Veterans need better information on their states' policies toward veterans, information on how to make GI Bill funds go farther by getting credit for what they have learned, and what special incentives there might be to prepare for particular career fields.

During the early 1990s, many ideas were discussed to facilitate the transition of servicemembers through education. Those aimed at encouraging veterans to obtain credentials for service in critical occupations such as teaching, law enforcement, and health care, could be promoted and coordinated by a respected entity of the national higher education community. In 1993, the SOC director proposed "SOCVET-Servicemembers Opportunity Colleges for Veterans." SOCVET would serve as a consortium of colleges dedicated to the education of servicemembers in transition to civilian life. (See Appendix I for copy of the proposal.) It would be modeled after SOC but dedicated to veterans' services. This proposal was briefed to numerous spokespersons in both the Department of Defense and the Department of Veterans Affairs where the SOC director sat on the Congressionally-mandated Education Advisory Committee. As of this writing, no action has been taken to fund such a proposal, but it remains an active concept that is often discussed.

Some Items of Interest

- *In 1973 when AACJC and AASCU agreed to fold the two SOC programs together, AACJC included its veterans' program in this SOC consolidation under AASCU. William E. Lawson, formerly the director of the veterans' program for AACJC, became the SOC associate director (veterans) and the administrative assistant, Mary Ann Settlemire, became the program associate (veterans' program). The AACJC/AASCU Veterans' Program was funded in its entirety through grants from the Carnegie Foundation.*

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15

SOC and Graduate Programs

The idea that graduate programs should be an integral part of SOC came early in SOC's history. On August 15, 1974, the proposal was "to extend the SOC concept to selected graduate programs." It was approved for implementation during FY 1975. The Statements of Work for FY 1976 and FY 1976 authorized SOC "to continue to explore extension of the SOC concept to selected graduate programs." The FY 1977 Statement of Work required "exploration and recommendation relative to establishing a graduate component of SOC." DoD education officials encouraged SOC to develop a graduate component, especially because they saw an end to the Vietnam Era GI Bill, greater dependence on tuition assistance from the military, and more dependence on graduate work via the voluntary education program. (Nickerson Memorandum, 1977)

SOC, however, received a counter-signal from DoD in December 1976, indicating that the needs for technical-vocational programs and community-college-level work would take precedence over graduate program needs. This lower-division work represented the major educational need in support of recruitment of enlisted personnel for the military services. Therefore, the urgency of the SOC graduate effort was substantially reduced.

The SOC director has had periodic discussions with representatives of the Office of the Secretary of Defense and the education chiefs of the military services regarding SOC's role in graduate education. The FY 1989 Statement of Work again contained a provision for exploring SOC's extension to graduate programs. At the 1993 SOC Advisory Board meeting, the members asked SOC to look into a SOCGrad Program. There have been meetings among small groups including representatives from ACE, AASCU, and the Council of Graduate Schools (COGS) with the latest being in 1994. The tenor of these meetings resonated:

- optimism regarding improving access to graduate programs for military personnel;
- a willingness of COGS to work with the military and SOC;
- a common understanding that there is a real and substantial need that cannot be met by conventional means;
- a belief that the military does not seek more graduate programs or more institutions offering gradu-

ate programs on military installation, but is interested in better articulation, transfer and interaction among institutions that are currently providing graduate programs on military installations; and

- a general consensus that graduate schools are not opposed to flexibility, external degree programs, self-study, or on-base instruction; instead, graduate institutions can and will allow the necessary flexibility if the degree-granting institution can exercise control of admissions, advance planning, study arrangements including prior approval of work to be received in transfer, and final evaluation of student performance and promise.

In 1993, the SOC director developed a SOCGrad concept paper based on these assumptions and coordinated it with OSD and the military education service chiefs. However, because of the cutbacks in military programs and a generally negative atmosphere for funding new programs, "SOCGrad" has not been pursued to date by DoD or the services.

Some Items of Interest

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16

SOC and Adult Family Members of Servicemembers and DoD Civilians

SOC institutions generally reach out to adult family members of servicemembers in ways similar to those used to relate to servicemembers themselves. Family members can usually find information regarding education programs at installation education centers. They generally can receive services and participate in course offerings on a space-available basis. The first priority for service and course participation is generally reserved for servicemembers. Family member participation can be critical for courses with low enrollment. Without family members, many courses would fall below the economically minimum enrollment necessary to conduct the course.

In the formation of SOCAD in 1978, participating institutions had a choice whether to include family members in the system entitled to SOCAD Student Agreements or to exclude family members from the system and its guarantees. Most institutions chose to accept family members into SOCAD programs on the same basis as servicemembers and extend the SOCAD Student Agreement and transfer guarantees to them. The "college information page" found in the *SOCAD Handbook* stated whether that particular college accepted family members as SOCAD students or not. When BDFS (later SOCAD-4) and SOCNAV were developed, SOC did not offer participating institutions a choice. In all cases, family members were accepted into those SOC networking systems on the same basis as servicemembers.

The *SOC Principles and Criteria* remained silent regarding family members until 1995. On February 17, 1995 the SOC director proposed and the SOC Advisory Board approved by acclamation an amendment to the *SOC Principles and Criteria* encouraging SOC colleges to extend consideration for family members and DoD civilians. The amendment reads as follows:

> Family Members' and DoD Civilian Services. Families of active-duty servicemembers and DoD civilians experience many of the same kinds of disruptions in pursuing a college degree as do active-duty servicemembers. Because of that, SOC institutions assist them by extending the considerations described for veterans under Veterans' Services. (SOC Advisory Board Minutes, 1995, p. 10)

17

SOC Automation/ Degree Planning Initiatives

In the 1970s Arden Pratt began articulating SOCAD networks through the use of butcher paper and magic markers. First drafts of the SOCAD Transferability Tables were hung as wall paper around the office workroom. He and others soon came to realize that automation was essential if the SOCAD system was to come into reality. The first computers to be used in the SOC office were the Apple //e. Rapidly these computers became crucial tools to SOCAD development. It became mandatory for each SOC staff member to gain proficiency on the Apple //e and use it in his/her work. Highly skilled computer specialists such as Michael F. Hartman, SOC's long-time computer systems consultant, kept upgrading and modifying the office computers to keep them current with technological development. During 1987, the Apple //e was replaced by the Macintosh. These were also upgraded and kept current with technological development permitting SOC to produce camera-ready copy for its handbooks and other publications.

Section A
Conceptual Model For Computer-Driven Access to SOC Network Handbooks

In 1991, DANTES and SOC began discussions regarding ways the *SOCAD*, *BDFS*, *SOCNAV-2* and *SOCNAV-4 Handbooks* could be made more accessible and usable as a degree-planning tool for soldiers, sailors and in-service education counselors. SOC gained approval from DANTES to develop a conceptual model for a computer-driven access to data contained in the handbooks that servicemembers and counselors alike could use to assist in education program planning and degree completion. Michael Hartman developed the model and, with Clinton Anderson, tested the model at Fort Meade, Maryland with groups of soldiers. The principal findings of the model were (1) the concept was sound and (2) SOC needed to first categorize *ACE Guide* service school course recommendations, complete the general education course categorization and refine other aspects of the data base. Students involved in the testing of the model indicated that if such an automated system had existed when they first began their programs of study it would have saved them considerable time and energy in planning and completing their programs, especially in selecting and taking courses that fit into their programs with transfer guarantees.

Section B
SOC Degree Planner (SOC-DP)

Based on the results from the model and other DANTES/SOC considerations, SOC and DANTES agreed in early 1993 that SOC would assist DANTES in producing a computer-driven degree planner that would facilitate educational counseling of servicemembers and help institutions, counselors, and servicemembers in degree planning and management. This program would depict the various ways a servicemember might earn and be granted academic credit, and integrate credit potential from various sources into the curricula of about 15 institutions in Alternaitve Delivery and Learning Assessment Options. SOC-DP would include traditionally-delivered degree programs, in the SOCAD/SOCNAV/SOCMAR format, on a progressive basis, adding more institutions with each program iteration, and integrating DANTES external degree institutions as compatible. DANTES would contract for the production of the software. SOC would act as academic liaison in the software production process, and validate the program itself for accuracy and academic integrity.

SOC and DANTES agreed in early 1993 that SOC would assist DANTES in producing a computer-driven degree planner that would facilitate educational counseling of servicemembers and help institutions, counselors, and servicemembers in degree planning and management.

SOC-DP objectives were stated in the Statement of Work as follows:

- To ensure the maintenance of high standards in the depiction of credit recommended for military learning, and in the integration of credit recommendations into degree programs. To provide for validation of degree planning data by a recognized entity of the national higher education community.
- To assist counselors in their efforts to advise servicemembers by providing degree planning materials. To support the official documentation that will continue to be supplied by military and academic authorities.
- To demonstrate, using contemporary technology, the value of learning already obtained through military experience and training, by distance learning, and through testing. To show how to integrate credit recommendations with curriculums and to display a plan of study on a draft "contract for degree."
- To facilitate degree completion and save tuition assistance dollars by:
  - ensuring the inclusion of coursework from all

possible sources, traditional and nontraditional, eliminating duplication and loss of time and effort;

- including SOC course category numbers on products generated by the SOC-DP Program;
- better relating SOC course category numbers to service school credit recommendations, military occupational experience, testing, and other forms of nontraditional learning;
- integrating CCAF transcripts and DANTES external degree programs into the process as much as they are or can be made compatible;
- encouraging institutions to grant appropriate credit for military learning in degree programs pursued by servicemembers; and
- promoting the use of testing and distance learning methodologies by demonstrating how credit earned by these methodologies can be applied to curricula.

The concept included as Phase I the progressive assignment by SOC of course category numbers to service school credit recommendations, military occupational experience, testing, and other forms of nontraditional learning, and inclusion of this new information in the SOC-DP program.

Phase I of SOC-DP included the progressive assignment by SOC of course category numbers to service school credit recommendations, military occupational experience, testing, and other forms of nontraditional learning. On August 6, 1993, Marla Tatum was selected as program manager. Tatum began immediately with Phase I. Her work resulted in the development of the *SOCAD* and *SOCNAV Credit Evaluation Supplements* (See Section C).

Phase II was to be the automation portion. The plan was for SOC, after DANTES let the contract for production of the software, to assist and validate the SOC-DP program by (a) playing an active role in the selection of the most productive focus sites; (b) providing liaison and advice to DANTES and to the software-producing company throughout the production process; (c) receiving the unvalidated software from DANTES at an agreed date, having made all arrangements for a rigorous validation process; (d) preserving the academic integrity of the ACE credit recommendations and the SOC system by ensuring that the program did not claim to be more than a set of recommendations to be applied as an academic institution deemed appropriate for a specific student and his or her degree program; and (e) ensuring that the depiction of data, and the integration of ACE and SOC data into academic programs, were current and accurate. This

would be done through a formal quality control process in which the computer program was tested and validated by a panel of experts on a periodic basis. The plan was for SOC, with the advice of ACE, to select this panel and include its validation report on each annual iteration of SOC-DP when the program was delivered back to DANTES.

This would be done through a formal quality control process in which the computer program was tested and validated by a panel of experts on a periodic basis.

The automated SOC-DP was expected to yield, for the information of the counselor, servicemember, and college personnel, three products:

- a "summary student evaluation" that listed credit recommendations based on the individual servicemember's background;
- an automated draft DD295, that could assist in the preparation of a final version that verified input data; and
- a draft SOC Student Agreement or "contract for degree." This draft would depict academic credit already earned, recommended credit for military experience and schooling, and requirements remaining in the curriculum that was selected by the servicemember. Also depicted wouldl be options for fulfilling remaining requirements through testing.

Phase II was intended to begin once DANTES had a contract for production of the software. Unfortunately, the overall cutbacks in DoD intervened to delay SOC-DP. First Phase II (FY 1996) then Phase I (FY 1997) lost funding. Still much progress was made in this process, and a solid foundation is in place for the automation of the degree networks that will surely come in time. SOC has firmly established a process for assignment of SOC category numbers to the wide array of credit sources for servicemembers, thus building and maintaining the crucial information upon which eventual automation will depend. The production and SOC verification of the software for an automated degree planner must await DoD funding. In the meantime SOC concentrates on maintenance of a system ready for automation when it comes.

Section C
Development of the *SOCAD, SOCNAV,* and *SOCMAR Credit Evaluation Supplements*

Phase I of SOC-DP led to the development of the *Credit Evaluation Supplements* to the *SOCAD, SOCNAV,* and *SOCMAR Handbooks.* These supplements serve as com-

prehensive reference documents regarding credit recommendations and their possible use within the SOC networking systems. They allow system users to work immediately with more manageable publications that combine the following sources of credit:

- *ACE Guide* recommendations for Army and Marine Corps MOSs/Navy Rates and Ratings
- *ACE Guide* recommendations for military service schools
- ACE-recommended credit for national testing programs
- ACE-recommended credit for CYBIS courses
- CCAF Course Credit Tables
- DANTES Independent Study Catalog Code Tables

With the development of the Credit Evaluation Supplements, the major "gaps" in the SOCAD , SOCNAV, and SOCMAR systems have been eliminated.

All the credit recommendations in the supplements are related to SOC course category numbers.

Tatum and other SOC curriculum specialists analyzed each credit recommendation for a service school course, MOS/rates and ratings, and national tests including CLEP, ACT/PEP, DSST, and ASE and compared the expected learning to college courses in existing SOC course categories. When a comparable match was made, SOC category numbers were assigned to credit recommendations, thus making it easier for evaluators to award military credit directly to degree programs. With the development of the *Credit Evaluation Supplements*, the major "gaps" in the SOCAD, SOCNAV, and SOCMAR systems have been eliminated.

Some Items of Interest

- *The first computers to be used in the SOC office were the Apple //e. Rapidly these computers became crucial tools to SOCAD development. It became mandatory for each SOC staff member to gain proficiency on the Apple //e and use it in his/her work.*

- *In 1991, DANTES and SOC began discussions regarding ways the SOCAD, BDFS, SOCNAV-2 and SOCNAV-4 Handbooks could be made more accessible and usable as a degree-planning tool for soldiers, sailors and in-service education counselors. SOC gained ap-*

proval from DANTES to develop a conceptual model for a computer-driven access to data contained in the handbooks that servicemembers and counselors alike could use to assist in education program planning and degree completion.

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18

Troubleshooting

Monitoring institutional compliance with *SOC Principles and Criteria* and membership requirements for the SOC networking systems has been a major SOC activity since the beginning. Blending nontraditional credit into traditional degree programs, limiting institutional residency, and encouraging flexible transfer of credit policies and procedures are not simple academic matters. SOC relies heavily on troubleshooting to resolve inquiries and concerns regarding SOC, SOC programs, SOC networking systems, and higher education and its interaction with the military services in a broader context.

In monitoring institutional compliance, the SOC director wrote in 1979 that "nine of ten such inquiries can be readily adjusted when called to the attention of the errant parties in a spirit of fairness, equity, and professional concern" (OVA & SOC, 1979, p.12). Over the years, many concerns have been resolved with SOC's help to the benefit of the servicemember. The final SOC recourse for an institution that willfully does not comply with *SOC Principles and Criteria* or the rules governing the networking systems is to remove the offending institution from membership in the system or, more drastically, eliminate the institution entirely from the SOC consortium. On several occasions, the SOC director has taken such action. The preferable course of action is to work closely with the offending institution. With persistence and, in some cases, considerable patience by all parties, most SOC institutions do, in fact, serve as functioning partners in the consortium and respond cooperatively when a problem arises.

Much of SOC "troubleshooting" has focused on assisting individual servicemembers, education services professsionals, and institutional representatives as a third party intermediary to make the "right things" happen. SOC history is replete with "success stories" leading to positive outcomes resulting from efforts taken by members of the SOC staff to explain the circumstances and facts and to show ways that the best interest of both the servicemember and higher education can be served. Examples of these instances are included as "Troubleshooting," part of SOC's Quarterly Report submitted to DANTES.

19

SOC Information and Assistance

One of SOC's most important functions is to provide information and assistance. This comes in various forms.

Section A
Publications

As previously indicated in other sections, SOC has developed and maintained currency of a wide array of brochures, guides, and handbooks to include:

SOC

- ***SOC-Servicemembers Opportunity Colleges***: general information brochure that briefly addresses SOC as a unique civilian-military partnership; the *SOC Principles and Criteria;* the different SOC programs; and the SOC member institutions at the time of the publication.
- ***SOC Guide:*** catalog-type publication published every two years, contains the results from the affirmation of membership by institutions participating in SOC. It includes an information page about each SOC member institution, including the names and telephone numbers for the SOC Institutional Representative and SOC Counselor.
- ***Servicemembers Opportunity Colleges-SOC Principles and Criteria***: Published every two years. (See Appendix D for 1995-1997 edition.)
- ***Servicemembers Opportunity Colleges (SOC) Application for Institutional Membership***: This four-page form is published every two years and used by institutions to apply for initial membership and reaffirm their membership in SOC.
- ***College Degrees Without Classrooms-Explore the Possibilities***: brochure co-sponsored by DANTES, updated, published, and distributed periodically. It contains information regarding external degree programs recognized by DANTES and included in SOCAD, SOCNAV, and SOCMAR systems.

SOCAD

- ***SOCAD-2 Handbook***: updated and published annually.
- ***SOCAD-4 Handbook***: updated and published annually.

- ***Credit Evaluation Supplement to the SOCAD Handbook*** updated and published annually.
- ***You Can Earn a College Degree While in the Army-SOCAD***: brochure, updated periodically, stating what college programs are available through SOCAD, how to participate in SOCAD; and how to get started.
- ***SOCAD Memo***: Program management information for the college and military educators of the SOC Army degree networks. A news bulletin prepared and distributed as news dictates.

SOCNAV

- ***SOCNAV-2 Handbook***: updated and published annually.
- ***SOCNAV-4 Handbook***: updated and published annually.
- ***Credit Evaluation Supplement to the SOCNAV Handbook*** updated and published annually
- ***While You're in the Navy You Can Earn an Associate Degree and a Bachelor's Degree SOCNAV***: brochure, updated periodically, containing descriptions of traditional delivery, alternative delivery and learning assessment options; and questions and answers about SOCNAV.
- ***SOCNAV Scuttlebutt***: Program management information for the college and military educators of the SOC Navy degree networks. A news bulletin prepared and distributed as news dictates.
- ***SOCNAV, PACE & CTC***: brochure describing the SOCNAV degree plan from Central Texas College designed for PACE students.
- ***SOCNAV, PACE & CCC***: brochure describing the SOCNAV degree plan from Coastline Community College designed for PACE students.
- ***If You're Not Quite Ready for College, SOCNAVPREP May be the Answer for You***: brochure, updated periodically, containing information regarding SOCNAVPREP.

SOCMAR

- ***SOCMAR-2 Handbook***: updated and published annually.
- ***SOCMAR-4 Handbook***: updated and published annually.
- ***Credit Evaluation Supplement to the SOCMAR Handbook*** updated and published annually.
- ***The Few...The Proud...The Educated.. SOCMAR Helps You Earn Your College Degree***: brochure, updated periodically, containing description of traditional delivery, alternative delivery and learning assessment options; and questions and answers about SOCMAR.
- ***Corps Comments:*** a SOCMAR news bulletin published periodically for college and military educators.

SOCED

- ***SOCED Handbook***: updated and published every two years.
- ***Teaching as a New Career-Use Your SOCAD/SOCNAV Program with SOCED***: brochure containing information regarding SOCED and the eight core course network.
- ***SOCED Helping Servicemembers Become Teachers:*** brochure encouraging servicemembers to consider teaching as a new career.
- ***SOCED Helping Colleges Prepare Servicemembers for Teaching:*** brochure encouraging colleges to help servicemembers consider teaching as a new career.
- ***SOCED Memo***: Program management information for the college and military educators of the SOCED Army and Navy degree networks. A news bulletin prepared and distributed as news dictates.

ConAP

- ***ConAP Handbook***: updated and published periodically.
- ***ConAP-Concurrent Admissions Program***: brochure, updated periodically, that tells what ConAP is; benefits of ConAP; and how colleges and universities participate. This brochure is accompanied by a fold-

out listing of colleges and universities participating in ConAP.

- ***High School and College Counselor's Guide to the Concurrent Admissions Program***: brochure, updated periodically, that tells what ConAP is and graphically shows the educational benefits for soldiers enlisting in the active Army and the education benefits for soldiers enlisting in the Army Reserve.
- ***ConAP-Concurrent Admissions Program Communiqué***: a news bulletin, prepared and distributed periodically. It contains program management information regarding ConAP.

SOCGuard

- ***SOCGuard-Serving the Army National Guard***: brochure, updated periodically, that gives a SOC overview; how a college can obtain institutional membership in SOC; a brief description of SOCGuard and how it works; and benefits of the SOCGuard College Plan.
- ***External Degrees Supplement to the SOCAD-4 Handbook***: a publication designed for the Army National Guard; developed and published December 1992.
- ***ARNG Strenth Maintenance NCO Guide to the Guard College Plan***: a training document for the Guard College Plan.
- ***SNeed $ for College***: brochure describing educational incentives focused on Army National Guard.
- ***SOCGuard News***: a news bulletin, prepared and distributed periodically. It contains program information regarding SOCGuard.

These documents are designed and developed largely by the project directors and program managers responsible for the area focused on in the publication. William Miller, long-time senior consultant and professional editor, has contributed to most publications produced by SOC since his arrival in 1980. Using computer resources, Charles Lovelace, SOC's publications coordinator, designs and formats the SOC documents including handbooks, posters, bookmarks, newsletters, brochures and other matierals that are distributed to installation education centers, SOC institutions, recruiting offices and other appropriate agencies.

Monica Colson maintains the SOCAD data base for the *SOCAD, SOCNAV ,and SOCMAR Handbooks* and ensures that the network system updates are applied.

Throughout SOC history, SOC's administrative assistants and receptionists have played key roles along with project directors, program managers, and the SOC director in dispensing information regarding SOC and its programs. Anthony (Tony) Lloyd and Felicia Durham, network data assistants, provide information and assistance for individuals making inquiries to the SOC office. They direct the inquiry to an appropriate staff member if they themselves cannot answer the inquiry completely.

SOC contributes articles on a regular basis to the monthly *DANTES Information Bulletin* and to the *Military Educator*, the newsletter of the American Association of Adult and Continuing Education (AAACE) Commission on Military Education and Training.

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Section B
SOC Film and Video

A SOC film and a video were produced by Group Two in Baltimore, Maryland, in 1981. DANTES developed a SOC video in 1994 under the direction of R. Joyce Taylor. William Miller served as the SOC staff representative for both projects.

Section C
SOC Hot Line

During the Fall 1980, SOC put in place a toll-free "hot line" (800) 368-5622. Its purpose was to provide individuals a cost-free communications means to "identify and resolve points of difficulty, misunderstanding, or even noncooperation" in the voluntary education program (SOC Quarterly Management Report, Dec. 31. 1980).

The hot line is available to institutional representatives, education services officers, program administrators, or any officials responsible for education programs and practices on military installations.

Section D
SOC Flag

McKendree College sought and gained permission to design and develop a SOC Flag. Fangman Flag Company in Louisville, Kentucky, produced the flag. The SOC Flag was flown at the grand opening of the Radcliff Resident

Figure Three

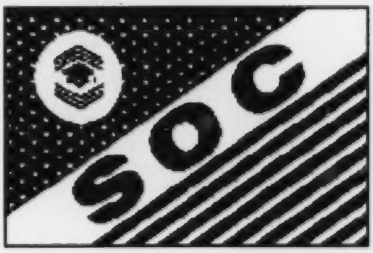
McKendree designs SOC flag

When officials at McKendree College's Kentucky Center sought to proclaim their pride in participating in the Servicemembers Opportunity College by flying an SOC flag over their campus, they encountered an obstacle: SOC didn't have a flag.

But Hershel Finney, director of admissions at the Kentucky Centers, was undaunted.

Thanks to Mr. Finney, and others at the Kentucky Centers, a new SOC flag will soon be fluttering over the Radcliff Campus. Mr. Finney designed the red, white and blue flag, which will fly just below the U.S. flag.

SOC is a consortium of higher education associations and more than 400 institutional members. The consortium cooperates with the U.S. Defense Department and branches of the military to help members of the military obtain higher education. Formed in 1972, SOC allows military students to transfer class credits from institution to institution, even though they often have to move before qualifying for a degree at one institution.



Mc Kendree, a charter member of SOC, is one of its strongest supporters, Mr. Finney said.

"We have 122 students with active SOC contracts. We have students all over the world," hesaid. It is a big part of our function down here."

Mr. Finney said he submitted in May a request for SOC's approval of the flag design. In the first week of June, he received a letter granting approval.

The new flag will be made by Fangman Flag Company in Louisville, Mr. Finney said. The company will make four flags and two banners. One flag will be sent to SOC in Washington, D.C.

One SOC flag will be flying at all times over the Radcliff Campus, with the remaining flags serving as replacements.

Center, McKendree College on October 10, 1986. During the ceremonies, the SOC Flag was lowered, folded and represented to Clinton L. Anderson, who represented the SOC director at that occasion. The news article as printed in the *McKendree College Bulletin*, Vol. 159, No. 4. is shown in Figure 3.

Section E
SOC and SOCAD Copyrights

At the request of AASCU and AACJC, the United States Patent and Trademark Office registered the "SOC" Service Mark on December 5, 1989, Registration No. 1,570,325. At the request of the U.S. Army, the United States Patent and Trademark Office registered the "SOCAD and Design" trademark on December 4, 1990, Registration No. 1,626,339. (See United States Patent and Trademark Office correspondence at Appendix J.)

Section F
Representation at National, Regional, State, and Institutional Conferences

Since SOC's early beginnings, the SOC director and other SOC staff members have participated in numerous conferences, meetings, workshops, and other gatherings dealing with various aspects of education. SOC is represented at many higher education association annual meetings and, when appropriate, provides an exhibit for meeting participants. The SOC office maintains appropriate SOC exhibit boards with carrying cases. Through this presence, SOC informs the membership of the associations that sponsor SOC about SOC programs and services. Annual association conferences most often attended by SOC staff include: AASCU, ACE, AACC, and AACRAO.

A paper entitled Providing Access to Education for United States Military Personnel: The Servicemembers Opportunity Colleges Model *was presented in China and Russia.*

Most years SOC has been represented at the American Association for Adult and Continuing Education (AAACE) annual Adult Education Conference. The SOC staff usually provides a concurrent session dealing with the conference theme or an issue in adult education or in the DoD Voluntary Education Program. This history was written, in part, for presentation at AAACE. In 1992, SOC made a presentation at the National Adult and Continuing Education Forum sponsored by AAACE. The SOC staff also support the Commission on Military Education and Training (CMET), a part of AAACE. Since November 1992, the SOC staff has provided assistance in producing its quarterly newsletter, *Military Educator*, at the request of the Education Division, HQDA. The SOC staff routinely provides institutional input for the CMET annual pre-conference. The SOC staff also provided representation in 1989 and 1990 at the National University Continuing Education Association (NUCEA) Conferences, primarily in support of the DANTES Annual Independent Study Breakfast meeting. In 1988 and 1991, a SOC staff member participated in the National Conference on Adult and External Degree Programs co-sponsored by Alliance and the American Council on Education. In 1991, a SOC staff member made a presentation at a workshop sponsored by the Council for the Advancement and Support of Education (CASE). In 1992, two SOC staff members made a group presentation at the First Annual Conference on Research in Developmental Education sponsored by the Developmental Education Association. In 1993, a SOC staff member delivered a presentation at a concurrent session on the "SOC Model" at the International Symposium on Adult Education in Shenyang, China. In 1994, a SOC staff member participated in an Ex-

periential Learning Bazaar at the International Experiential Learning Conference, co-sponsored by the Council for Adult and Experiential Learning (CAEL). On July 10, 1995, Steve Kime co-chaired the Defense and Conversion Concurrent Track at Moscow 95, International Distance Education Conference held in Moscow, Russia. Also in Moscow 95, Clinton Anderson presented a paper entitled *Providing Access to Education for United States Military Personnel: The Servicemembers Opportunity Colleges Model*.

As mentioned earlier, SOC participates fully in the DANTES Regional Workshops and the DoD Worldwide Education Symposium. In addition, SOC attends, when invited and deemed advisable, state military advisory council meetings, (e.g., Georgia, Virginia, South Carolina, Florida, and Washington). SOC is often represented and asked to make a presentation at the California Colleges and Military Educators Association (CCMEA) annual meeting; since 1994 the organization has been renamed the Council of College and Military Educators (CCME).

Periodically, the SOC staff, with approval of the SOC director, answer a "call for papers" and represent SOC at institutional conferences. For example, a SOC staff member made a presentation at the 1987 and 1990 George Mason University Annual Conferences on Nontraditional/ Interdisciplinary Programs. Similarly, a SOC member spoke at the 1987 and 1989 Annual Conference on Quality in Off-Campus Credit Programs: Examining the Issues, Influences, and Innovations, hosted by the National Issues in Higher Education, Division of Continuing Education, Kansas State University. The SOC director participated in the 1990 Regents College Invitational Symposium on Emerging Critical Issues in Distance Learning. In each instance, SOC staff members produced papers, published in the conference proceedings, that later appeared as published articles.

SOC project and program directors routinely participate in conferences and workshops relevant to their project or program.

Some Items of Interest

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Recognition: Nickerson Medal of Merit

As a tribute to Jim Nickerson's service and dedication, AASCU, as the administrative and fiscal agent of SOC, established the James F. Nickerson Medal of Merit upon Nickerson's retirement as director of SOC in October 1981. The Nickerson Medal of Merit is awarded periodically to those public leaders, educators, and representatives of the Armed Services who have contributed significantly toward advancing the national interest through their advocacy of, and dedication to, the expansion of voluntary education opportunities for military personnel. Recipients include:

- 1981-Melvin Laird, former Secretary of Defense and congress-man who rendered years of service on behalf of expanding educational opportunities for citizens in uniform.
- 1981-Edmund J. Gleazer, Jr., former president of AACJC and one of SOC's founders.
- 1981-Dorothy Gray, military educator for over 20 years in programs for Navy and Marine Corps personnel.
- 1983-Tilton Davis, military educator who served the cause of soldier education for over 30 years in the U.S. Army.
- 1983-Ray Ehrensberger, former dean and chancellor of the University of Maryland University College who for nearly 40 years led in shaping Maryland's commitment to military education worldwide.
- 1984-Cornelius P. Turner, former executive officer of the Commission on the Accreditation of Service Experience who led in the development and acceptance of the General Educational Development (GED) Tests throughout the United States and Canada and developed the Military Evaluations Program with its bi-annual American Council On Education *Guide to the Evaluation of Educational Experiences in the Armed Services*.
- 1985-M. Richard Rose, president, Rochester Institute of Technology, who, as deputy assistant Secretary of Defense, fostered constructive partnerships between the civilian and military educational communities.
- 1985-Brenda-Lee Karasik, education specialist at Headquarters, Department of the Army, who, in con-

junction with SOC, planned, developed and implemented associate and bachelor degree networking systems for soldiers.

- 1990-Barry L. Cobb, the director of the Defense Activity For Non-Traditional Education Support, under whose leadership, DANTES developed into a responsive support agency for voluntary education programs throughout DoD.
- 1990-G.V. "Sonny" Montgomery, congressman and retired major general in the Mississippi National Guard, who led the effort to establish the "Montgomery GI Bill."
- 1990-Leon Y. McGaughey, director of education, U.S. Army Forces Command, who developed the study leading to the establishment of the Army Continuing Education System and the SOCAD system including the SOC Student Agreement as a standard "Contract for Degree."
- 1990-Allan W. Ostar, president of the American Association of State Colleges and Universities, the SOC co-founder who expanded it to four-year institutions and welcomed SOC administratively as part of his organization during a period of history when support for the military and servicemembers was not popular.
- 1995-T. Benjamin Massey, president of the University of Maryland University College, long-time SOC Advisory Board member and often chair, who gave his professional leadership and personal support to SOC and its network systems whereby UMUC staff have issued thousands of Student Agreements giving military students clear plans for degree completion.
- 1995-Arden L. Pratt, SOC director who designed, developed and began implementation of SOC network systems for the Army and the Navy.

SOC maintains a composite plaque in its office showing the name and year of each recipient.

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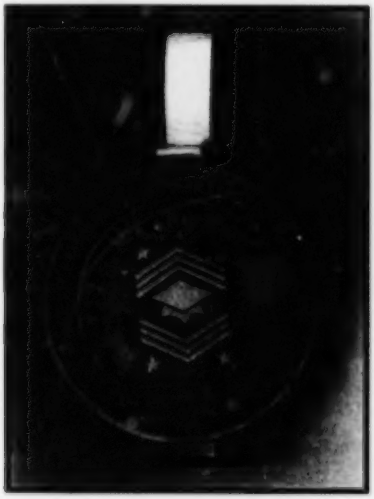

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Afterword

SOC is a creature of the higher education community that is fiscally supported through a contract between the Department of Defense and AASCU. Its organizational legitimacy within higher education is derived from its co-sponsorship by AASCU and AACC and the active participation of the major national higher education associations.

The various SOC systems and programs are funded by the military services and agencies that requested their development and implementation by SOC. In that respect, AASCU is a contractor and SOC adheres to a contract managed by DANTES for DoD and the military services. But SOC is more than a contracted service. SOC has emerged as a vehicle of coordination, cooperation, and collaboration between the military and the higher education community in the United States. In order to play a useful role, SOC demonstrates considerable flexibility in dealings with both communities. The SOC contract permits that flexibility and independence by giving a large measure of autonomy to the SOC director and to the SOC Advisory Board, which is comprised of representatives of the sponsoring and coordinating higher education associations, and all the military services.

The SOC Advisory Board has both the authority and responsibility to promulgate SOC policy. The *SOC Principles and Criteria* is a remarkable policy document. No other document in higher education has the official support of all the major higher education associations in the United States, all the military services including the National Guard and the U.S. Coast Guard, and a membership of 1,200 colleges and universities.

As SOC developed and the military services requested specific programs, systems and services, the scope of SOC broadened and its visibility increased. SOC has not been an entrepreneurial agency seeking additional missions and functions. Instead, it has responded to educational needs as a consortium agency with an established reputation for effectiveness and the ability to accomplish work accorded to it in a timely and cost-effective manner. Its position in higher education with a relatively flexible requirements-oriented contract makes SOC a semiautonomous intermediary well suited for assisting DoD in education programming and in fulfilling specific interface needs.

SOC continually changes as the military and higher education change, while simultaneously upholding the underlying and unchanging organizational foundations and core beliefs articulated in the *SOC Principles and Criteria*. SOCMAR, its latest project, is an example of SOC's continuing developmental posture. Other ideas for SOC development such as SOCGrad and SOCVET may or may not come to fruition depending on how responsible federal agencies view the need and availability of resources. Another currently unfunded concept with huge potential for development is SOCHelp. This concept could, for example, lead to initiatives that could make available counseling services to advisers, servicemembers and veterans at a central national location. This idea becomes more attractive as in-service education services professionals are reduced among all services.

SOC continually changes as the military and higher education change, while simultaneously upholding the underlying and unchanging organizational foundations and core beliefs articulated in the SOC Principles and Criteria.

The concept of "SOCHelp" would entail SOC's establishment of toll-free telephone access to support voice, as well as fax and e-mail capabilities with individual servicemembers, veterans and others wanting information or referrals regarding education matters. In order to accomplish this, SOC would employ, train, and supervise professional advisers prepared to (a) assist servicemembers and in-service education counselors with degree planning; (b) explain and assist with the implementation of programs in place or evolving to facilitate college work of servicemembers such as SOCAD, SOCNAV, SOCMAR, *ACE Guide*; and (c) answer questions and make referrals for servicemembers, military education personnel, and college administrators and counselors seeking information about applying military training and experience to civilian higher education. SOC would use telephone answering and information dispensing equipment and automatic response e-mail and fax technology to make communications available 24 hours a day, 365 days a year. In addition, SOC would maintain a library of reference materials and a data base of information sources necessary to support SOCHelp advisers.

In SOCHelp, SOC would act as an unbiased broker for services available to military students or potential students, explaining to them the educational options that are available and placing callers in contact with such specialized sources as education services professionals at installation education centers; Reserve and National Guard points of contact; SOC representatives at individual colleges; spokespersons for ACE, DANTES, AARTS, national

testing services; veterans' benefits administrators; and others involved in supporting the higher education pursuits of servicemembers and veterans.

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APPENDIX A

Criteria for Servicemen's Opportunity Colleges 1972-1973

All community and junior colleges and technical institutes meeting the following criteria have been designated as Servicemen's Opportunity Colleges. Many of the SOC colleges, which are subsequently listed, have far exceeded the requirements outlined in the criteria.

(Note: Many colleges and universities not affiliated with the American Association of Community and Junior Colleges have expressed interest in the SOC criteria. AACJC and the American Council on Education are exploring with other associations of higher education the application of the SOC criteria to baccalaureate and graduate educational programs.)

I. A Servicemen's Opportunity College will have liberal entrance requirements.

A. A high school diploma or equivalency based upon satisfactory scores in the General Educational Development Tests are adequate educational credentials for enrollment in a degree program except in those instances where prerequisites are required for all students.

B. In those colleges not restricted by state or local regulations the above requirement may be waived and students evidencing promise may be admitted who lack a high school diploma or equivalency certificate.

C. In no case will an individual be penalized by additional requirements because he is a serviceman.

II. A Servicemen's Opportunity College provides opportunities for servicemen to pursue educational program goals through courses offered on base, in the evenings, on weekends and at other nontraditional time frames.

III. A Servicemen's Opportunity College provides opportunities for servicemen to complete courses through special means or optional nontraditional modes when his education is interrupted by military obligations.

IV. A Servicemen's Opportunity College provides special academic assistance to students in need of this assistance through:

A. The availability of tutorial services or similar learning assistance at times and in locations convenient to servicemen.

B. The designation of a trained servicemen's counselor who is available at times and in locations convenient to servicemen who will assist them in program planning, and guide them in their understanding of all educational options available to them at this and all other Servicemen's Opportunity Colleges.

C. The implementation of PREP programs that are sponsored by the College at the base where feasible.

V. A Servicemen's Opportunity College offers maximum credit educational experiences obtained in the Armed Services.

A. College policy permits and encourages granting credit for United States Armed Forces Institute courses that are relevant to a student's program of studies.

B. College policy permits and encourages granting exemption from and credit by examination for courses that are relevant to a student's program of studies, through the use of any or all of the following: College-Level Examination Program (CLEP), College Proficiency Examination Program (CPEP), institutional "challenge" examinations.

C. College policy permits and encourages granting credit for appropriate educational experiences in the Armed Ser-

vices in accordance with their evaluation in the American Council on Education's 1968 Guide to the Evaluation of Educational Experiences in the Armed Service or by the Commission on the Accreditation of Services Experiences evaluation service. (Credit recommendations for service educational experiences not included in the 1968 Guide may be obtained from CASE.)

D. College policy permits exemption from or credit for required health or physical education course requirements for servicemen who have had at least one year of active military service.

E. The major portion of the associate degree requirements can be earned through the above nontraditional learning modes.

VI. A Servicemen's Opportunity College has residency requirements that are adaptable to the mobility and special needs of servicemen.

A. Temporal residency requirements may be fulfilled in any sequence at any time in the student's program.

B. Residency requirements may be fulfilled by completion of any educational program sponsored by the college whether offered on campus or off campus.

C. At least one of the following options will be available to servicemen.

1. Contract for degree. A contract for degree option is available to servicemen. A serviceman may contract with a Servicemen's Opportunity College at any appropriate point in time; usually it will be the college of his initial enrollment. The college will designate an advisor, who will assist the serviceman is contracting for his degree will the institution. The contract should specify the course of study to be pursued and appropriate learning options in accordance with the above criteria. The advisor continues to guide the serviceman's educational planning when he is forced to transfer to other institutions in accordance with his duty assignment. As long as he is effectively guided by his advisor, he will be permitted to transfer in reverse appropriate credits earned at other institutions back to the original institution—in essence, a reverse transfer policy. The institution agrees to provide a repository for all academic records of the individual. The contracting college will award the servicemen the appropriate certificate or degree upon fulfillment of the contract.

2. The college will waive or eliminate residency requirements for servicemen.

3. Where residency requirements are restricted by state law, the college will make every effort to receive an exemption for servicemen.

VII. A Servicemen's Opportunity College has a transfer policy that is generous in recognition of traditional and nontraditional learning obtained at other institutions. Servicemen's Opportunity Colleges to which servicemen transfer will accept, as a minimum, the level of credit applied by all regionally accredited colleges in which servicemen have been enrolled in comparable programs, both for traditional and nontraditional learning experiences, when validated by subsequent individual success in traditional study modes.

VIII. A Servicemen's Opportunity College provides for a representative local advisory council that will aid the college in carrying out its mission in relation to servicemen.

IX. A Servicemen's Opportunity College will publicize and promote its SOC policies by inserting them in its college catalog and by other appropriate manners.

X. A Servicemen's Opportunity College will maintain its commitments to servicemen students previously enrolled if for any reason it discontinues its statues as a Servicemen's Opportunity College.

APPENDIX B

Servicemembers Opportunity Colleges Charter

This agreement, by and among the undersigned organizations, witnesseth that:

WHEREAS, for many years the parties hereto, in cooperation with the Department of Defense, the Military Services of the United States, and the United States Coast Guard, have sponsored a program known as Servicemembers Opportunity Colleges, and

WHEREAS, the parties hereto desire to delineate more clearly the organizational structure under which such a cooperative program is to continue to be operated, and

WHEREAS, the parties hereto believe that the program would be best conducted within the framework of a Consortium of educational associations,

NOW, THEREFORE, in consideration of the mutual promises made herein, the parties agree as follows:

ARTICLE I
ORGANIZATION

There is hereby organized a Consortium to be known as Servicemembers Opportunity Colleges (SOC).

ARTICLE II
PURPOSES

The purposes of the Consortium shall be to foster voluntary educational opportunities for present and former personnel of the United States Military Services and the Coast Guard and their dependents through better coordination of institutional administrative practices; the establishment, in cooperation with the Department of Defense, the Military Services, and the Coast Guard, of principles and criteria relating to such activities; and the provision of services designed to assist institutions in responding to the educational needs of servicemembers.

ARTICLE III
MILITARY AND COAST GUARD LIAISON

To facilitate the accomplishment of the purposes delineated in Article II, the Consortium shall develop the means necessary to maintain appropriate liaison and consultation with the Department of Defense, the Military Services, and the Coast Guard on matters of mutual interest and concern.

ARTICLE IV
CONSORTIUM MEMBERSHIP

A. Organizational Members

The initial Organizational Members of the Consortium shall be the organizations which are signatories hereto. The Consortium Advisory Board may, from time to time, permit others to become Organizational Members of the Consortium.

B. Other Members

The Consortium Advisory Board may create other classes of members from time to time.

C. Termination of Membership

Any Organizational Member may withdraw from the Consortium at any time upon written notice to the Director of the Consortium. Membership may be terminated at any time by the Consortium Advisory Board, without recourse against the Consortium or the other voting members, for failure to conform to such standards of membership as may be prescribed from time to time in or pursuant to the SOC By-Laws.

ARTICLE V
CONSORTIUM ADVISORY BOARD

A. Composition

The Consortium Advisory Board shall consist of one representative of each Organizational Member, except that the American Association of Community and Junior Colleges shall be entitled to name four representatives to the Consortium Advisory Board; plus representatives of each of the four Military Ser-

vices and the Coast Guard; plus no more than two individual members-at-large, who shall be selected in accordance with the SOC By-Laws. The votes cast by each of these representatives and the members-at-large shall be equal.

B. Powers

In addition to other powers expressly granted herein, the Consortium Advisory Board shall have full power and authority to make recommendations to the Policy Management Committee and the Director of the Consortium concerning the educational and programmatic policies of the Consortium.

C. Meetings

The initial meeting of the Consortium Advisory Board shall be held at the joint call of the American Association of State Colleges and Universities and the American Association of Community and Junior Colleges on ten days' notice to Organizational Members. Thereafter, the Consortium Advisory Board shall meet at least annually. A quorum shall be a majority of the members of the Consortium Advisory Board. The actions of a majority of the members voting, a quorum being present, shall be the action of the Consortium Advisory Board.

D. Executive Committee

The Consortium Advisory Board may elect from among its members an Executive Committee which shall have the full power and authority of the Consortium Advisory Board between meetings of the Board. The Board shall provide in the SOC By-Laws rules for the manner in which the Executive Committee shall act.

E. Other Committees

The Consortium Advisory Board may from time to time establish other committees, councils, commissions, and other bodies, not having the power to act in behalf of the Consortium Advisory Board, which need not be composed of Board members.

ARTICLE VI
OFFICERS

The Consortium Advisory Board shall elect from among its members its Chairman and such other officers of the Board as the Board may from time to time determine, except that the position of Secretary to the Board shall be held, *ex officio*, by the Director of the Consortium. The Director of the Consortium shall be appointed by the Policy Management Committee with the consultation and advice of the Consortium Advisory Board.

ARTICLE VII
AGENT

The American Association of State Colleges and Universities shall be the administering and fiscal agent of the Consortium.

ARTICLE VIII
POLICY MANAGEMENT COMMITTEE

Responsibility for the establishment and supervision of the fiscal and administrative policies of the Consortium shall be under the jurisdiction of a Policy Management Committee, consisting of the President of the American Association of State Colleges and Universities, or his designated representative, the President of the American Association of Community and Junior Colleges, or his designated representative, and the Director of the Consortium, who shall serve, *ex officio*, as a nonvoting member of the Committee. The fiscal and administrative policies of the Consortium shall be consistent with the personnel policies of the administering and fiscal agent and with the educational and programmatic policies recommended by the Consortium Advisory Board.

ARTICLE IX
AMENDMENTS

These Articles may be amended or repealed by the affirmative votes of two-thirds of the Consortium Advisory Board, with the concurrence of the Policy Management Committee.

ARTICLE X
BY-LAWS

The Consortium Advisory Board, with the concurrence of the Policy Management Committee, may adopt, amend, and repeal By-Laws which, to the extent that they are not inconsistent with these Articles, shall govern the affairs of the Consortium. Any such action shall require the same vote which would be required to amend this Charter.

ARTICLE VI
LIABILITIES

Notwithstanding any other provision of these Articles, the Consortium Advisory Board and the Policy Management Committee do not have the authority to subject any member or agent of the Consortium to any liability without the written consent of such member or agent.

January 1986

APPENDIX C

Servicemembers Opportunity Colleges By-Laws

ARTICLE I
OFFICES

The principal office of the Consortium shall be located in the national office of the American Association of State Colleges and Universities.

ARTICLE II
CONSORTIUM MEMBERSHIP

A. New Members

New Organizational Members of the Consortium shall be elected by simple majority vote of the Consortium Advisory Board. Applications for Organizational Membership shall be submitted by eligible organizations to the Director of the Consortium. Eligible organizations shall be determined by criteria established by the Board.

B. SOC Institutional Members

Those academic institutions that are approved by the SOC Director as having met SOC Principles and Criteria shall be known as SOC Institutional Members and shall constitute a class of non-voting members of the consortium.

C. Termination of Membership

Termination of Organizational Membership in the Consortium shall be by simple majority vote of the Consortium Advisory Board.

ARTICLE III
CONSORTIUM ADVISORY BOARD

A. General Powers

Responsibility for recommending the educational and programmatic policies of the Consortium to the Policy Management Committee and the Director of the Consortium shall be vested in the Consortium Advisory Board. The Board may adopt such rules and regulations for the conduct of its meetings and the formulation of educational and programmatic policies of the Consortium as it may deem proper, not inconsistent with the SOC By-Laws.

B. Appointment and Tenure of Voting Members

1. Each Organizational Member of the Consortium shall appoint one individual to represent it as a voting member of the Consortium Advisory Board, except that the American Association of Community and Junior Colleges shall appoint four such individuals. No individual may be appointed to represent more than one Organizational Member of the Consortium as a voting member. Such designation shall be communicated in writing to the Policy Management Committee of the Consortium, which may rely thereon until receipt of a subsequent designation. Each member of the Board shall serve for a term of two years, or until the designation of another individual by the Organizational Member. In the event of the death or resignation of a member of the Board, a replacement shall be named by the Organizational Member appointing him or her. Each Organizational Member may also designate in writing individuals who may act as the representative of that Organizational Member to the Board in the absence of the Organizational Member's designated representative.
2. One representative from each of the four Military Services (Air Force, Army, Marines, Navy) and the Coast Guard shall serve as a voting member of the Consortium Advisory Board. Military and Coast Guard representatives will be designated by the appropriate offices of the four Military Services and the Coast Guard, respectively, and each representative shall serve as a voting member of the Board until the designation of another individual by the respective Military Service or the Coast Guard.
3. Individuals eligible to serve as voting members-at-large of the Consortium Advisory Board shall be nominated by the Chairman of the Board after con-

sultation with the Policy Management Committee. Election of voting members-at-large shall be by simple majority of the Board. Eligible individuals shall be based on criteria established by the Board. There shall be a limit of two voting members-at-large, each of whom will be elected for a term of two years.

C. Regular Meetings

Regular meetings of the Consortium Advisory Board shall be held at such time and place as the Board may provide, by resolution, without other notice than such resolution.

D. Special Meetings

Special meetings of the Consortium Advisory Board may be called by or at the request of the Chairman of the Board or any three Board members.

E. Notice

Notice of any special meeting shall be given at least five days previously thereto by notice acknowledged personally by each member of the Consortium Advisory Board.

F. Quorum

At any meeting of the Consortium Advisory Board, a majority of the voting members shall constitute a quorum for the transaction of business, but if fewer than said number are present at a meeting, a majority of the members of the Board present may adjourn the meeting from time to time without further notice.

G. Manner of Acting

The act of the majority of the members of the Consortium Advisory Board voting at a meeting at which quorum is present shall be the act of the Board.

H. Compensation

No compensation shall be paid to members of the Consortium Advisory Board, as such, for their services.

I. Presumption of Assent

A member of the Consortium Advisory Board who is present at a meeting of the Board at which action on any matter is taken shall be presumed to have assented to the action taken, unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file a written dissent to such action with the person acting as Secretary of the meeting immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Board member who voted in favor of such action.

J. Interested Board Members

Actions of the Consortium Advisory Board shall not be invalidated or otherwise affected by the fact that one or more of them have a personal interest, beyond their role as members of the Board, in the particular action being voted upon, provided said interested members disclose to the Board their interests in the transaction. Interested members shall be counted in determining whether a quorum exists at Board meetings, may vote with the same effect as disinterested members (subject to their having made the disclosures provided for herein), and shall be relieved from any liability that might otherwise arise by reason of their contracting with the Consortium for the benefit of themselves or any firm or other organizations in which they are interested.

K. Telephonic Communication

Any or all Consortium Advisory Board members may participate in a meeting of the Board or a committee of the Board by means of conference telephone or by any means of communication by which all persons participating in the meeting are able to hear one another, and such participation shall constitute presence in person at the meeting.

L. Board Proceedings

The Consortium Advisory Board shall conduct its meetings using Robert's Rules of Order, the standard guide to parliamentary procedure.

ARTICLE IV
OFFICERS OF THE CONSORTIUM ADVISORY BOARD

A. Number

The officers of the Consortium Advisory Board shall be a Chairman of the Board and a Vice Chairman, both of whom shall be elected by the members of the Board. Such other officers and assistant officers of the Board as may be deemed necessary may be elected or appointed by the members of the Board, except that the position of Secretary

to the Board shall be held, *ex officio*, by the Director of the Consortium.

B. Election and Term of Office

The officers of the Consortium Advisory Board shall be elected annually at its first meeting held in each calendar year. Each officer of the Board shall hold office until his or her successor shall have been duly elected and shall have qualified.

C. Removal

Any officer elected or appointed by members of the Consortium Advisory Board may be removed by vote of the members of the Board, whenever, in their judgment, the best interests of the Consortium would be served thereby.

D. Vacancies

A vacancy in any office of the Consortium Advisory Board because of death, resignation, removal, disqualification or otherwise, may be filled by members of the Board for the unexpired portion of the term.

E. Chairman of the Consortium Advisory Board

The Chairman of the Consortium Advisory Board shall be elected from among its members and shall, when present, preside at all meetings of the Board. No employee of the administering and fiscal agent of the Consortium shall be eligible to serve as Chairman of the Board.

F. Vice Chairman of the Consortium Advisory Board

The Vice Chairman of the Consortium Advisory Board shall be elected from among its members and shall preside at meetings in the absence of the Chairman. No employee of the administering and fiscal agent of the Consortium shall be eligible to serve as Vice Chairman of the Board.

ARTICLE V
POLICY MANAGEMENT COMMITTEE

A. General Procedures

The provisions of sections C through K of Article III hereof shall apply with like force and effect to the Policy Management Committee.

B. Reports

Reports concerning actions taken by the Policy Management Committee shall be filed quarterly with the Consortium Advisory Board and an annual report of the Policy Management Committee shall be on the agenda of the annual meeting of the Board for the information of its members.

ARTICLE VI
CONTRACTUAL NEGOTIATIONS

The administering and fiscal agent shall be responsible for negotiating contracts with respect to the program activities of the Servicemembers Opportunity Colleges.

ARTICLE VII
WAIVER OF NOTICE

Unless otherwise provided by law, whenever any notice is required to be given to any member of the Consortium Advisory Board under the provisions of these By-Laws or under the provisions of the Charter, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE VIII
LIABILITY AND INSURANCE

A. Liability

1. In the absence of fraud or bad faith, the Consortium Advisory Board, officers, and Organizational Members of the Consortium shall not be personally liable for its debts, obligations or liabilities.
2. For purposes of this Article VIII of the By-Laws, (a) "liability" shall include, but not be limited to, amounts paid in settlement actually and reasonably incurred in any action, other than an action by or in the right of the Consortium; and (b) "action, suit or proceeding" shall include every claim, action, suit or proceeding, whether civil or criminal, derivative or otherwise, administrative or investigative, and any appeal relating thereto, and shall include any reasonable apprehension or threat of such action, suit or proceeding.

B. Insurance

To the extent not inconsistent with the laws of the District of Columbia, the Policy Management Committee may, at any time or from time to time, approve the purchase and maintenance of insurance by the administering and fiscal agent of the Consortium on behalf of the officers and members of the Consortium Advisory Board against any liability asserted against such persons in their capacity or arising out of their status as officers or Board members.

ARTICLE IX
AMENDMENTS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted by the Consortium Advisory Board, with the concurrence of the Policy Management Committee, at any regular or special meeting. Any such action shall require the same vote required to amend the Charter of the Consortium as described in Article IX thereof. Written notification of any proposed amendment to the SOC Charter or SOC By-Laws shall be mailed to each member of the Consortium Advisory Board at least thirty days in advance of the scheduled meeting at which they will be considered.

January 1989

APPENDIX D

Servicemembers Opportunity Colleges SOC Principles and Criteria 1995-1997

Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations, functions in cooperation with the Department of Defense (DoD), the Military Services including the National Guard, and the Coast Guard to help meet the voluntary higher education needs of servicemembers.

Hundreds of thousands of servicemembers, civilian employees of DoD, the Military Services including the National Guard, the Coast Guard, and family members enroll annually in programs offered by several hundred colleges, universities, and postsecondary occupational and technical institutions. These voluntary programs are a significant joint venture and require strong commitment and coordination among academic institutions and agencies, the Military Services including the National Guard, the Coast Guard, and the Office of the Secretary of Defense (OSD).

SOC is a vehicle to help coordinate voluntary postsecondary educational opportunities for servicemembers. SOC does this by

- seeking to stimulate and help the higher education community to understand and respond to special needs of servicemembers
- advocating the flexibility needed to improve access to and availability of educational programs for servicemembers
- helping the Military Services including the National Guard, and the Coast Guard understand the resources, limits, and requirements of higher education
- helping the higher education community understand the resources, limits, and requirements of the Military Services including the National Guard, and the Coast Guard
- seeking to strengthen liaison and working relationships among military and higher education representatives.

SOC PRINCIPLES

To achieve its goals, SOC is founded on principles agreed to collectively by the higher education community through the SOC Advisory Board, the Office of the Secretary of Defense (OSD), the Military Services including the National Guard, and the Coast Guard.

SOC Principles are predicated upon such principles as those set forth in the Joint Statement on Transfer and Award of Academic Credit of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council on Postsecondary Accreditation (COPA), and affirmed by the Commission on Recognition of Postsecondary Accreditation (CORPA), and are drawn principally from the cumulative experience of educational institutions and agencies judged successful in their work with servicemembers. The Principles embody a needed institutional flexibility with thoughtful development of programs and procedures appropriate to the needs of servicemembers, yet recognize the necessity to protect and assure the quality of educational programs.

Principle 1. In order to enhance their military effectiveness and to achieve their educational, vocational, and career goals, servicemembers should share in the postsecondary educational opportunities available to other citizens.

Principle 2. Educational programs for servicemembers should rely primarily on programs, courses, and services provided by appropriately accredited institutions and organizations, including high schools, postsecondary vocational and technical schools, colleges, and universities.

Principle 3. To enhance access to undergraduate educational opportunities for servicemembers, institutions should maintain a necessary flexibility of programs and procedures, particularly in admissions, credit trans-

fer, and recognition of other applicable learning, including that gained in the military; in scheduling and format of courses; and in academic residency requirements to offset servicemembers' mobility, isolation from campuses, and part-time student status.

SOC INSTITUTIONAL MEMBERSHIP

Institutional members of SOC may be entire institutions or appropriate subdivisions (e.g., colleges, schools, or major divisions). To become an institutional member of SOC, an institution must meet three requirements:

- Each institution must satisfy six initial conditions.
- A responsible administrative official must commit the institution or the appropriate major subdivision to fully comply with and support the SOC Principles and Criteria as it delivers undergraduate postsecondary programs, courses, and supporting services to servicemembers on military installations or at locations accessible to them.
- The prospective institutional member must be approved as meeting SOC Principles and Criteria by the Director of SOC.

INITIAL CONDITIONS FOR MEMBERSHIP

Institutional members must meet the following conditions:

- be listed in the hep Higher Education Directory
- be a degree-granting institution that is accredited by an institutional accrediting agency recognized by CORPA
- meet appropriate provisions of DoD Directive 1322.8, Voluntary Educational Programs for Military Personnel, and appropriate Service regulations when providing educational services on military installations
- be approved for educational benefits by the appropriate State Approving Agency for veterans' benefits
- agree to submit data for the SOC Guide
- not be listed in the Guaranteed Student Loan Data Book as having excessive student loan default rates.

SOC CRITERIA

Inherent in the SOC Principles are expectations and standards essential to their translation into performance and action. The SOC Criteria express those expectations and standards and constitute an operational framework for SOC member institutions to extend to servicemembers undergraduate educational opportunities that are sometimes distinct from common institutional practice. The Criteria characterize flexibility essential to the improvement of access by servicemembers to undergraduate educational programs. The Criteria stipulate that institutional policies and practices be fair, equitable, and effective in recognizing special and often limiting conditions faced by military students.

Criterion 1.
Transfer of Credit.

Since mobility makes it unlikely that a servicemember can complete all degree program requirements at one institution, a SOC institution designs its transfer practices for servicemembers to minimize loss of credit and avoid duplication of coursework, while simultaneously maintaining the integrity of its programs. Consistent with requirements of a servicemember's degree program, a SOC institution follows the general principles of good practice outlined in the Joint Statement on Transfer and Award of Academic Credit as approved by ACE and AACRAO, and affirmed by CORPA. Each institution may be required to submit documentary evidence that it generally accepts credits in transfer from other accredited institutions, and that its credits in turn are generally accepted by other accredited institutions.

Criterion 2.
Academic Residency Requirements.

A SOC institution limits academic residency requirements for active-duty servicemembers to no more than 25 percent of the undergraduate degree program; recognizesall credit course work offered by the institution as applicable in satisfying academic residency requirements; and allows servicemembers to satisfy academic residency requirements with courses taken from the institution at any time during their program of study, specifically avoid-

ing any "final year" or "final semester" residency requirement, subject to stated requirements in specific course areas such as majors. (Institutions joining SOC primarily for the purpose of participating in the Concurrent Admissions Program (ConAP) are exempted from this criterion.)

Criterion 3.
Crediting Learning from Military Training and Experience.

SOC institution provides processes to determine credit awards and learning acquired for specialized military training and occupational experience when applicable to a servicemember's degree program. A SOC institution recognizes and uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations and/or those transcripted by the Community College of the Air Force, when applicable to a servicemember's program.

Criterion 4.
Crediting Extrainstitutional Learning.

Recognizing that learning occurs in Extrainstitutional and non-instructional settings, a SOC institution provides processes to evaluate and awards appropriate undergraduate level credit for such learning through practices that reflect the principles and guidelines in the statement on Awarding Credit for Extrainstitutional Learning adopted by ACE and affirmed by CORPA. This shall include awarding credit through use of one or more of the nationally recognized, non-traditional learning testing programs provided for servicemembers by the OSD, such as described in the ACE Guide to Educational Credit by Examination. These examinations include CLEP, DSST, and ACT/PEP whether or not they supplement institutional challenge examinations or test-out procedures.

SOC INSTITUTIONAL OPERATING GUIDELINES

In addition to the SOC Criteria, some operating guidelines can be drawn from the SOC Principles and the experience of educational institutions and agencies that have shown success and quality in their educational offerings to servicemembers. These guidelines should be viewed as desired institutional behavior for SOC institutions.

Admissions. In recognition of the preparation and experience of many servicemembers, SOC institutions facilitate the admission and enrollment of qualified candidates by providing means to determine levels of ability and achievement of servicemembers. Admissions practices, developed primarily for recent high school graduates, often work to the disadvantage of a servicemember who may be qualified for college-level work, yet may be unable to satisfy commonly imposed requirements. Specialized training and experience in the Military Services or elsewhere, that may qualify individuals for college admissions and credit, often go unrecognized.

To facilitate admission and enrollment of qualified servicemembers, SOC institutions

- recognize the GED high school equivalency certificate/diploma, utilizing ACE recommendations concerning academic performance
- accept and record previously successful postsecondary study as part of the servicemember's program requirements, if appropriate
- recognize learning gained from specialized training and experience in the Military Services or elsewhere
- establish competency by nationally recognized means, such as standardized tests
- publicize alternative admission procedures available to servicemembers
- conduct timely evaluation of the educational records and relevant experiences of servicemembers
- waive formal admission for servicemembers seeking enrollment in course work for transfer to another institution
- complete student agreements or learn-

ing contracts for all degree-seeking servicemembers.

Non-Traditional Learning. In recognition of the special needs of servicemembers, SOC institutions assist them to incorporate non-traditional instruction and study in the completion of a degree program. Since formal classwork needed to complete a degree program in certain curriculum areas may not be available at some military installations, SOC institutions should allow for such studies to be undertaken in a non-traditional mode. SOC institutions realize that it is often necessary to recognize independent study, either guided by a parent institution or self-directed, or non-traditional study from other sources.

Military occupational experience represents a legitimate area of learning outside the formal classrooms of specialized military training courses. A SOC institution realizes the potential value of such experiences and awards appropriate credit for Military Occupational Skills (MOS) and Navy Rates and Ratings as recommended by the ACE Guide to the Evaluation of Educational Experiences in the Armed Services.

Learning may also be acquired through other experience, civilian non-collegiate courses, and collegiate non-traditional courses. Courses in the last group, including directed independent study, correspondence courses, TV-assisted courses, or courses-by-newspaper, have evaluative mechanisms vouched for by the operating institution. Credit recommendations for training courses offered by business and industry, government, labor unions, and other public and private sectors are given in the ACE National Guide to Educational Credit for Training Programs, and A Guide to Educational Programs in Noncollegiate Organizations by New York Regents.

The portfolio evaluation method, sponsored by the Council for Adult and Experiential Learning (CAEL) and used in some form by hundreds of institutions, is also an important aid in determining credit equivalence and applicability of experiential learning.

Many accredited colleges and universities offer independent study opportunities to qualified students. DANTES provides a comprehensive listing of available independent study courses. Recent promising developments in computer-assisted and TV-assisted instructional programs, amply supported by print materials and institutionally monitored and evaluated, broaden the possibilities.

To enhance study opportunities for servicemembers, SOC institutions

- advise and assist servicemembers to make use of non-traditional or less formal study modes when formal coursework needed for degree completion is unavail-able
- provide their own modes of non-traditional instruction or, through advisement and listing in their publications, make students aware of acceptable forms of non-traditional instruction available through other sources, and
- consider the acceptance, when appropriate to a servicemember's program, of credit earned from other similarly accredited institutions through non-traditional sources (independent study, correspondence, television, computer-based, credit-by-examination, or portfolio).

Institutional Commitment. In order to achieve consistent application of policy in offering programs for servicemembers, SOC institutions make appropriate assignment of responsibility and monitor institutional performance in the delivery of such programs.

Programs for military students, whether offered on-campus or on an installation, require added institutional attention and supervision. Procedures that may have been effective for the usual campus or student population no longer suffice. The nature of the institutional commitment to servicemembers needs to be made clear to institutional representatives as well as to the student.

Demonstrating their understanding of and commitment to servicemembers, SOC institutions

- publicize widely to their faculty and students the nature of their commitment and programs and activities offered on behalf of servicemembers and

include a statement of commitment to SOC in their catalogs

- provide effective administrative staffing and processes to give adequate support to programs for servicemembers
- develop procedural directives for instructors, counselors, admissions officials and program officers governing special requirements of servicemembers
- ensure the comparability of off-campus courses to on campus, while recognizing and accommodating pro-grams to the particular needs of the adult learner
- designate a contact office or person for servicemembers
- designate a senior administrative official to oversee programs for servicemembers and veterans, monitor institutional compliance with the SOC Criteria, and serve as principal spokesperson and respondent on SOC matters
- conduct staff orientation programs to prepare full-time and adjunct faculty to work with the adult part-time learner
- provide scheduling on a planned program basis rather than by individual courses
- ensure access to all courses needed for degree completion by scheduling at appropriate locations and times, not necessarily related to regular academic terms.

Veterans' Services. For veterans returning to civilian life to begin or continue study, civilian SOC institutions provide appropriate evaluation of their training, experience, and prior study and other services similar to that afforded servicemembers. Some of the SOC Criteria apply equally to the institution's treatment of veterans — admission practices, transfer of credit and recognition of other forms of learning, including military experience. When a servicemember has completed the residency requirement while on active duty at a SOC college, that college is obliged to recognize that fact when the servicemember becomes a veteran. Although broader instructional offerings and services may be available to returning veterans, counseling, evaluation, and planning are of particular importance in assisting them to reach their personal and career goals.

Recognizing the continuing educational needs of veterans, civilian SOC institutions

- encourage veterans to continue or complete study started during service or interrupted by duty requirements
- offer opportunities to veterans similar to those extended to servicemembers under the SOC Criteria, including provision of information and counseling services to ensure that veterans are aware of the benefits, regulations and potential problems of veterans' assistance programs
- comply with the provisions of 38 USC 1775 pertain-ing to veterans' educational assistance
- provide veterans, previously admitted as SOC students, with opportunities to complete their programs under the conditions of their student agreements.

APPENDIX E First SOC News Bulletin

network news

Servicemen's Opportunity College

New GI Bill Cuts PREP, Tightens Enrollment Rules

A new "peacetime" GI Bill, "The Veterans' Education and Employment Assistance Act of 1976," was enacted on October 15, 1976 (PL. 94-502).

The law terminated benefits under the old "wartime" GI Bill and established instead a contributory plan for those entering the service after December 31, 1976. The new Act provides two VA dollars to match each serviceman's dollar up to $8,100 per student.

For veterans still qualifying for educational benefits under the old GI Bill, there was an eight per cent cost-of-living increase and an increase from 36 to 45 months in the period of entitlement.

At press time, three provisions were of particular concern to SOC and the voluntary education programs of the service.

PREP: The Pre-discharge Education Program (PREP) has been terminated. A remedial program for servicemen leading to a high school diploma and/or preparation for post-service schooling, PREP now will be available only during the last six months of service. This will affect a great many servicemen and current PREP programs, many of which are offered by SOC member institutions. It also places a heavy burden on the educational budgets of the services.

"85-15 Rule": The new law states that GI assistance shall not be provided for courses in which more than 85 percent of the students enrolled are receiving federal or institutional grants to pay their tuition or fees. National Defense Student Loan recipients do not have to be counted in figuring the 85-15 percentages. The only exception to the 85-15 rule is for courses offered on or immediately adjacent to a military base in which enrolled students are military personnel, their dependents, or base employees.

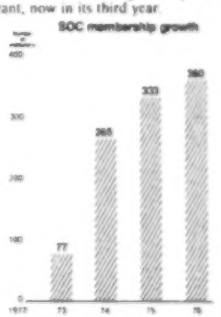
"Two-Year Rule": The new law also provides that assistance will not be available to veterans for courses offered by a public institution outside its normal commuting area, unless the course has been offered at that location for two years.

SOC Director Jim Nickerson and Associate Director Bill Lawson, along with others from the higher education associations, are working with VA officials to solve the problems and achieve some flexibility in interpretation of the new law.

SOC Network Widens to Meet Education Needs of Military

This Fall, with a membership of 360 institutions, five times what it was three years ago, Servicemen's Opportunity College (SOC) begins its fifth year of efforts to improve voluntary education opportunities for military personnel.

Funding for SOC is provided through a Department of Defense contract, which was renewed in October for 1977, and a Carnegie Corporation grant, now in its third year.



A creation of 11 higher education associations and the Department of Defense, SOC provides liaison between civilian and military communities.

SOC serves to encourage and strengthen the commitment of civilian institutions and states to the education of members of the Armed Services.

Also, SOC serves the interests of servicemen and servicewomen and of veterans as they continue their education under the GI Bill.

Thirty-two institutions have joined the list of SOC schools since March, 1976. Another 25 have applications pending or have sought initial review.

The SOC project is co-sponsored by the American Association of State Colleges and Universities and the American Association of Community and Junior Colleges.

Currently, 290 of the 360 SOC schools are public and 70 are private. More than half are four-year schools. Most offer regular degrees, some offer external degrees. Some serve military institutions, including programs overseas. A third group are neither near bases nor provide services on bases, but are making special efforts to serve local area students away in service.

Three Major Efforts

Washington staff has concentrated on three major efforts: expanding the SOC network, clarifying the statement of criteria to which SOC institutions agree, and exploring SOC's role in graduate work.

A report is being developed by the Council on Graduate Schools of the U.S. to aid educational service officers in graduate counseling. The SOC staff has conferred with special committees of COGS and AASCU to explore the next steps.

A new associate director for Servicemen's Programs, Harry K. Miller, Jr., has been hired to meet the increasing demands of the expanding SOC network. With the larger staff, SOC can move ahead with its primary mission, working with civilian institutions committed to responding to military student needs.

At least four regional conferences to be jointly sponsored by SOC and military bases or educational institutions are being planned. Dates, locations and agenda will be announced soon.

SOC Staff Schedules 3 New Publications

In coming months, SOC will distribute a number of new publications — a 1976 *Directory* of SOC institutions, a *Catalog Supplement* of schools designated SOC institutions since the previous catalog was published, a new SOC *Brochure*, and future issues of the *SOC Network News*. You will receive copies of them as they are completed.

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Nickerson Reports on USAFE Education Conference

Voluntary education in the Air Force was the topic of the USAF/Europe education conference in Berchtesgaden, Germany, October 18-22. However, concerns about the new GI Bill and rising costs of instruction tended to supersede the business at hand, reported SOC Director James F. Nickerson, who participated.

The lack of definitive information and interpretation, even within VA, concerned the conferees. It was clear that the "85-15 rule," the "two-year rule" and imminent death of PREP (Pre-discharge Education Program) could have a devastating effect on European education programs for the military.

The anticipated decline of GI benefits available to servicemen *while in service* and the loss of PREP would heavily burden the educational budgets of each of the Armed Services.

Following his return, Nickerson said some European voluntary education programs are in jeopardy because of changes in the GI Bill, rising costs to institutions, and relatively poor liaison and coordination in decision-making on who shall serve and with what programs. Some pooling of resources will be needed for survival of these programs, he said.

"There still is a prevalent attitude in the military to gain services at the lowest cost, often with insufficient concern for a decline in services due to rising costs to institutions," Nickerson noted. "Moreover, the situation is producing a growing tension and distrust and sharpened competition among institutions," he said.

Furthermore, at a meeting of the Association of European Representatives of Education Institutions (AEREI), he found a reluctance among institutions to engage in joint planning.

The USAFE Conference centered on (1) an examination of voluntary education from various administrative points of view, (2) particular programs or segments, such as SOC, CCAF, DANTES, ACE Guide Service, and (3) new program developments.

Conference speaker Fred Kintzer of UCLA, a specialist in transfer and articulation problems, offered a framework for planning and evaluation of future improvements in voluntary education.

Nickerson returned via Munich to attend a session of the American Personnel and Guidance Association (APGA Europe). At all of the meetings, Nickerson explored with Army/Europe education officials the need and possible means for assuring quality and integrity of educational offerings for military installations in Europe. Accreditation and review are logistically difficult and expensive, resulting in limited overview of such programs, at least from civilian sources. Yet third party review in some form is needed for programs both at home and abroad.

ECS-SOC Report Shows Need For Planning

Educational opportunity is a prime attraction of the military service for young recruits today, a national Task Force sponsored jointly by the Education Commission of the States (ECS) and SOC reported at the ECS Steering Committee meeting December 10 in Denver.

If some projections of military manpower needs and expectations are to be met, in a few years as many as one-third of the male high school graduates in this country may receive their introduction to postsecondary education through one of the voluntary education programs.

The impact will be major. Recruitment of needed military manpower will focus on 18-20 year olds, thus affecting collegiate enrollments of this age group. More control and early encouragement of educational plans will be assumed by the military. Greater responsibility will be placed on civilian institutions to make programs of instruction available to military personnel.

"The effective provision of education opportunities for military personnel depends on close cooperation between diverse agencies and authorities within the military, state and federal governments and postsecondary education," the report concluded.

Until recently, the Task Force found, there were too few mechanisms or structures among institutions or the military for ensuring that the special educational needs and problems of transient military students were met. Little had been done to solve the problems of program discontinuity, credit transfers, records, and advisement.

There are still substantial issues relating to decision-making and management of programs from postsecondary institutions in serving the educational needs of military personnel.

The Task Force explored possibilities for better cooperation among institutions, government, and military on issues relating to planning, financing,

(See REPORT, last page)

Education: A prime attraction of military service.

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Veterans Program Relays Information To GI Advisers

The Veterans Clearinghouse, a part of SOC funded through the Carnegie Corporation grant, relays information to and responds to requests from institutional administrators, program advisers, and veterans coordinators and counselors on matters of legislation, regulations, veterans' needs, unusual programs, and special problems.

In recent weeks the staff has produced supplemental materials and interpretation of the new GI Bill to aid institutions and veterans counselors in meeting its requirements.

Among the broad functions of the Vets Program and Clearinghouse are:

- Disseminating information of interest to veterans at regularly scheduled conferences hosted by the Clearinghouse;
- Publishing and distributing information which interprets the laws on veterans programs, enabling institutions to maximize benefits for individual veterans;
- Providing resource materials to the media on behalf of SOC institutions;
- Offering special assistance to minority, disabled, or incarcerated veterans, particularly Vietnam-era veterans; and
- Directing agencies assisting veterans to special services, outreach programs, and counseling and tutorial assistance programs.

Institutions can contact the Vets Program by calling (202) 293-7050.

SOC Staff in Washington Is Available for Assistance

SOC staff members contact and recruit new SOC institutions, provide information to member and non-member institutions, aid military program officers in meeting particular educational needs, and offer consultation, discussions and presentations to various civilian, military and veterans groups.

Those who need assistance or information can reach SOC staff through the American Association of State Colleges and Universities or the American Association of Community and Junior Colleges, co-sponsors of SOC.

Six educational professionals comprise the SOC staff:

Dr. James F. Nickerson, Director. Formerly president of Mankato State University (Minn.), he has headed the staff since August, 1973. Nickerson's major concerns are future policy development, liaison and decision-making among institutions and state agencies, and the design and negotiations of appropriate means to assure quality of institutions in the "outreach" programs offered to military personnel.

William E. Lawson, Associate Director, Vets Programs. Lawson is in charge of the Veterans Clearinghouse, established to keep institutions apprised of developments affecting educational opportunities and programs for veterans on the campuses. He's been a counselor at State University College at Buffalo, and has served as an officer in several national veterans groups.

Dr. Harry K. Miller, Jr., Associate Director, Servicemen's Programs. For many years president of Keystone Junior College in Pennsylvania, Miller joined the staff December 13 to assume responsibility for liaison with SOC institutions and potential members. His long experience in junior college work will be a most helpful addition to SOC staff capabilities.

Frances Lapinski, SOC Coordinator and Program Associate. Ms. Lapinski assists Drs. Nickerson and Miller in project management, program, and liaison work. She is an advanced-degree candidate from Syracuse University and has served on the staff since August.

Mary Ann Settlemire, Program Associate. An Ohio University graduate, she has worked closely with Associate Director Lawson on two-year institutions and veterans affairs. Ms. Settlemire has been with SOC since December, 1974.

Dr. James D. Broman, Senior Consultant. A former president of the Chicago Urban Skills Institute of the City Colleges of Chicago, he is on an exchange assignment between the Chicago City Colleges and DANTES, and has been Senior Consultant since November, 1975. Broman has been contacting state agencies, large city community college districts and senior institutions. He has expertise in vocational-technical programs and development of non-traditional approaches.

Thirty-two New Members In SOC Network

Since publication of our 1975-76 Catalog, 32 postsecondary institutions have been designated as Servicemen's Opportunity Colleges:

Jacksonville State University
Jacksonville, Alabama

University of Arizona
Tucson, Arizona

National University
San Diego, California

University of Northern Colorado
Greeley, Colorado

Southern Illinois University
Edwardsville, Illinois

Marian College
Indianapolis, Indiana

Purdue University at Fort Wayne
Fort Wayne, Indiana

Upper Iowa University Coordinated Off-Campus Degree Program
Fayette, Iowa

Elizabethtown Community College
Elizabethtown, Kentucky

University College/University of Minnesota
Minneapolis, Minnesota

Franconia College
Franconia, New Hampshire

New Hampshire College
Manchester, New Hampshire

Brookdale Community College
Lincroft, New Jersey

Alfred University
Alfred, New York

Mercy College
Dobbs Ferry, New York

North Carolina Central University
Durham, North Carolina

Central State University
Edmond, Oklahoma

Oklahoma State University
Stillwater, Oklahoma

Widener College
Chester, Pennsylvania

Beaufort Technical Educational Center
Beaufort, South Carolina

Black Hills State College
Spearfish, South Dakota

(See NEW SOCs, last page)

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Future Graduate-level SOC Effort Now Being Considered

SOC has under consideration plans to expand its services to the masters degree level by adapting its basic concepts to graduate programs.

A higher level SOC network would not simply generate more graduate study offerings for military personnel, but create conditions to encourage and facilitate graduate study and strengthen relationships among institutions.

One of the concepts being considered is development of "limited consortia," small groups of similar institutions which would emphasize degree possibilities in fields of particular interest to military personnel.

They might offer degree programs in selected major areas (e.g. business administration, computer science) or programs shaped to the needs of a single service (e.g. Navy, Air Force) or a selected geographic area (California, Western Europe).

Quality and meaning of graduate level programs are concerns of all institutions in postsecondary education. Any cooperative program to be successful must communicate to participants just what a masters degree or any other graduate program is and what its requirements are.

To enhance graduate work for military personnel, any model for such programs should include a definitive statement of requirements to serve as a basis of communication, cooperation, and maintenance of quality. The Council on Graduate Schools of the U.S. has completed a preliminary draft of a statement (careful definition) of the masters degree. The report surveys the critical elements in graduate level work. (Specifics will be reported to SOC Network News readers in the future.)

In the meantime, the issues include: responsibility for quality organization of graduate work; nature and types of masters degrees; guidelines for program evaluation; program characteristics, faculty and faculty resources; graduate students; and physical facilities.

New SOCs

(From page 3)

Northern State College
Aberdeen, South Dakota
Dallas County Community College District
Dallas, Texas
Houston Community College District
Houston, Texas
Southwest Texas State University
San Marcos, Texas
Texas Christian University
Fort Worth, Texas
Central Virginia Community College
Lynchburg, Virginia
Mary Washington College
Fredericksburg, Virginia
Richard Bland College
Petersburg, Virginia
Gonzaga University
Spokane, Washington
Milton College
Milton, Wisconsin
Florida State University
Tallahassee, Florida

ECS-SOC Report

(From page 2)

continuity and mutual obligations. The Task Force recommends:

Actions by the States

- Formulation of statewide advisory committees to develop a plan for statewide coordination of civilian educational services for military personnel.
- Protection of the quality of education by encouragement of stronger evaluation by accrediting agencies of off-campus and out-of-state programs.

Actions by the Military

- Development of a comprehensive and unitary set of policies, procedures and quality criteria for providing coordinated military-civilian educational services to military personnel.
- Establishment of a joint national advisory council to review the military-civilian working relationship in postsecondary education on a continuing basis. With the States, the Council should create a data base on enrollments, costs, and other planning information.
- Establishment a structure of base advisory committees in coordination of state officials and institutions to offer counsel to base commanders on plans, needs, institutional capabilities, evaluation, and liaison.

A copy of the ECS Task Force Report will be sent directly to each SOC institution.

network news

Servicemen's Opportunity College

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APPENDIX F

SOCAD Concept Paper

by Henry A. Spille
American Council on Education
September 1, 1977

The Office on Educational Credit and Credentials (OECC) of the American Council on Education (ACE) in cooperation with the Servicemen's Opportunity Colleges (SOC) proposes to develop approximately 20 associate degree programs in technical areas that directly correspond to Army enlisted occupations. The programs of study would allow enlisted soldiers to build on the knowledge and skills they have acquired through their Army occupations. The opportunity to earn technical associate degrees would supplement and complement the existing opportunity to earn non-technical degrees through a network of SOC institutions. The programs of study would probably be: Electronics Technology, Electrical Technology, Civil Technology, Communications Technology, Avionics Technology, Power Technology, Instrumentation Technology, Automotive Technology, Heavy Equipment Technology, Surveying Technology, Drafting Technology, Construction Technology, Secretarial Science, Office and Records, Aviation Technology, Law Enforcement, Transportation, Administration, Automatic Data Processing, and Food Service. These programs would make it easier for most soldiers performing technical occupations to pursue associate degrees that build on their occupational learning experiences. The Adjutant General Center (TAGCEN) and other educational associations and institutions will collaborate with ACE and SOC in developing and promoting the use of these associate degree programs.

BACKGROUND

For more then 30 years, the American Council on Education (ACE) has evaluated formal military courses through its Commission on Educational Credit, formerly the Commission on Accreditation of Service Experiences (CASE), and published the resulting educational credit recommendations for use by colleges and universities. Because the control provided by the military services and the Department of Defense on curricula, instructional methods and facilities, and instructor qualifications was excellent, the recommendations were made with confidence and are now being used by more then 2,000 colleges and universities. However, this system recognized only the learning that occurs in a formal classroom and laboratory setting. It did not recognize the learning that occurs through on-the-job training, work experience, and independent study. To recognize this learning, the American Council on Education developed and implemented an evaluation approach that used the enlisted military occupational specialty (MOS) classification system and periodic MOS testing as the control points. To date, the ACE enlisted MOS evaluation approach has been applied to more than 400 enlisted MOS's, many of them very technical in nature, resulting in recommendations for educational credit and/or advanced standing in apprentice training programs for more than 90 percent of the enlisted MOS's. The recommendations can be made with this frequency because the MOS system provides adequate codification and description of occupational skills, competencies, and knowledge, and adequate assessment and recording of individual occupational proficiency. The ACE enlisted MOS evaluation approach, then, is well established and has led to the dissemination of recommendations, which, although they have been available only in recent months, are already being used by more than 400 colleges and universities.

All of ACE's evaluations are done by teams of subject-matter specialists who are faculty members and administrators at postsecondary institutions. They are nominated by educational associations, professional associations, disciplinary associations, postsecondary institutions, accrediting bodies, and state departments of education.

During the past few months, SOC and the Education Directorate of TAGCEN, with input from several educational associations and colleges and universities, have developed an associate degree plan for enlisted soldiers. Although the plan is open-ended regarding possible degree programs, it seems most likely that, at least initially, the programs will be of a more general nature. The plan is designed primarily for combat arms soldiers, but it certainly can be followed and used by all enlisted

soldiers. The associate degree plan is being implemented initially by a network of approximately 50 SOC institutions.

Many soldiers, however, have acquired technical knowledge and skills through formal courses, on-the-job training, work experience, and independent study. They should be provided the opportunity to build specifically on this background and earn an associate degree in a technical area, if they prefer, rather than in general non-technical studies. It seems reasonable to provide them with the opportunity to make this choice. In addition, many of the institutions in the new SOC associate degree network offer technical associate degrees and have expressed an interest in exploring the means of making these degree programs available to enlisted soldiers.

In summary, the work done by ACE that resulted in educational credit recommendations can be used as the foundation for the technical associate degree programs, and the work done by SOC that resulted in a network of postsecondary institutions offering an associate degree in non-technical areas can be used as the foundation for widespread implementation of the technical programs. The two organizations have a unique set of experiences and relationships for bringing together the resources needed to develop suggested programs of study for associate degrees in technical areas and for overseeing the implementation of the program by colleges and universities.

PROJECT OBJECTIVES

I. Assist the Army:

A. By providing soldiers with the opportunity and the means for obtaining educational credentials (associate degrees in technical curricula), thus providing a recruitment and retention inducement.

B. By providing the means for soldiers to acquire advanced occupational skills, thus adding to their occupational proficiency.

I. Assist a Network of SOC Institutions:

A. In identifying Army enlisted career fields and/or occupations that provide a critical mass of potential students who may need or benefit from postsecondary technical education, thus giving the institutions some assurance of economies of scale.

B. By involving them in a cooperative and cost effective educational effort.

C. In relating and integrating demonstrated Army occupational proficiency (work) and formal civilian education more effectively.

D. In recognizing the value of the work setting (electronics depot, e.g.,) and, if possible, using it as an educational resource, especially in combination with formal civilian institutional learning, thus expanding the learning environment and moving toward the desirable social goal of maximum use of all educational resources.

E. In strengthening the quality of their non-Army technical programs of study through their experience of recognizing and integrating learning acquired in an Army work setting with learning in the classroom. In designing programs of study that use outcomes acquired in the work setting to maximize and reinforce classroom learning.

III. Assist Learners (Soldiers):

A. In receiving recognition for learning that is acquired in the work setting, through formal military courses and independent study, and which is equivalent to learning acquired in postsecondary courses and programs of study.

B. By motivating them to pursue learning at the postsecondary level.

C. By providing them with an associate degree program option that builds on their occupational proficiency.

D. By helping them meet the educational requirements for promotion and retention.

PROJECT ACTIVITIES

It is expected that it will take twelve months to accomplish the following project activities:

1. Identify Career Management Fields (CMFs) and/or military occupational specialties (MOS's) that directly relate to associate degree programs and that have a sufficient number of soldiers holding them to provide a "critical mass" large enough to make development of suggested programs of study cost efficient. (Done by ACE with help from The Adjutant General Center (TAGCEN) and the Military Personnel Center (MILPERCEN).
2. Identify the learning outcomes which are required for occupational proficiency and which are achieved by all soldiers in a given CMF or MOS and which are likely to be equivalent to a significant portion of the outcomes acquired through completion of related programs of study in postsecondary institutions. (Probably already largely done by existing ACE formal courses and MOS exhibits in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Some help from subject-matter specialists and curriculum experts will be needed.)
3. Identify postsecondary programs of study that are designed to produce many of the same learning outcomes that soldiers in a given CMF or MOS have already acquired. (Done by ACE in collaboration with subject-matter specialists and curriculum experts.)
4. Make a direct comparison between the CMF/MOS learning outcomes and the outcomes produced by "typical" postsecondary programs of study to determine the overlap and similarities and to identify the programs whose outcomes have the greatest degree of overlap with the outcomes acquired through the CMF/MOS. (Done by ACE in collaboration with subject-matter specialists and curriculum experts.)
5. Identify the specific learning outcomes of the "typical" programs of study that soldiers in a given CMF and/or MOS have not acquired. (Done by ACE in collaboration with subject-matter specialists and curriculum experts.)
6. Identify the educational needs and objectives (learning outcomes) of soldiers in a given CMF and/or MOS in terms of (1) the "typical" program(s) of study and (2) improved occupational proficiency. (Done by ACE in collaboration with subject-matter specialists, curriculum experts, and personnel from TAGCEN, TRADOC, and MILPERCEN.)
7. Develop a program of study for soldiers in a given CMF and/or MOS that meets the SOC institutions' requirements, and, to the maximum extent possible, soldiers' needs and objectives, and Army's needs; the program would be designed to fill the gaps between and among the soldiers' acquired outcomes and special outcomes the Army may desire within the parameters of the SOC institutions' associate degree requirements. (Done by ACE in collaboration with subject-matter specialists, curriculum experts, and personnel from TAGCEN, TRADOC, and MILPERCEN.)
8. Identify and designate the SOC institutions that will offer a given program of study and organize them into a consortium. Ideally, the members of the consortium will be geographically dispersed in proximity to the Army bases that normally have a sufficiently large number of soldiers in a given CMF and/or MOS to provide a "critical mass" of students for a given program of study. Program requirements and the means by which they can be met will be specified in a letter of agreement or contract negotiated between the soldier and the network institution of his choice. The consortium for a given program of study would normally be composed of 4 to 6 institutions. However, SOC institutions could be added to the consortium in accordance with the needs of soldiers and the Army. (Done by SOC in collaboration with representatives of cooperating associations and institutions that offer pertinent technical programs.)
9. Identify additional ways in which soldiers can satisfy the remaining requirements for the program of study (de-

gree); i.e. educational delivery modes, learning strategies, etc. (Done by SOC and representatives of the institutions in the consortium in collaboration with ACE, subject- matter specialists, curriculum experts, instructional methods experts, and personnel from TAG, TRADOC, and DANTES)

10. Publish the results of 1 through 9 above (programs of study, suggested delivery modes, etc.) and disseminate them to consortium members, the Army, and other postsecondary institutions, associations, and groups. (Done by SOC in collaboration with ACE and TAG.)

11. Participate in regional information and training conferences for Army education service officers, counselors, and recruiters and representatives of institutions in the SOC consortia. (Arranged by SOC in collaboration with the Army and with the cooperation of ACE.)

There is reasonable expectation that: (1) the organizations and agencies identified in the above steps and SOC institutions experienced in offering technical programs of study will cooperate in this project; (2) outcomes of Army occupationally-related learning will apply directly to the outcomes of technical postsecondary programs of study; (3) technical programs of study emphasizing outcomes can be developed and will be offered by consortia of SOC institutions; (4) the approach developed in this project can be used by the Army and civilian postsecondary institutions in developing other specialized technical programs of study, as the need arises.

If these expectations are met, it is anticipated that additional funding will be requested to (1) develop baccalaureate degree programs of study that build on the associate degree programs and (2) incorporated one or two 4-year postsecondary institutions into each existing consortium.

APPENDIX G

Report on the Feasibility of Initiating SOCAD-Type Programs on a Pilot Basis for Navy December 15, 1981

INTRODUCTION

The SOC Work Statement for FY 81 directed the Servicemembers Opportunity Colleges (SOC) to continue the exploration of the Servicemembers Opportunity Colleges Associate Degree (SOCAD) network plan developed for Army as it might be applicable to the other Services. By agreement among the service representatives, the department of Defense and the Servicemember Opportunity Colleges, it was agreed that the exploration for FY 82 would be focused on Navy.

Thus in FY 82 SOC was tasked to explore the applicability of SOCAD - type programs to Navy's educational needs and to prepare this report to be delivered by 31 December 1981.

The SOCAD program in operation for Army includes 16 technical occupational curriculum networks serving clusters of Army occupational specialties (MOS's). These curriculums are offered stateside and abroad at sites designated by Army wherever there are sufficient concentrations of Army technicians assigned in the specialties. Each network involves a "common" curriculum and equivalent curriculums offered by a number of institutions to provide maximum study opportunity and transfer of credit among members of the network.

This exploration used two approaches. The first approach to the study involved SOC Navy Campus, DANTES and CNET representatives comparing associate degree programs offered by Navy Campus with similar SOCAD programs. To assist in determining areas of specialized need and potential location of programs to serve selected rating, CNET provided an on-board count or each Navy rating at 28 geographic shore installations.

A second approach employed a series of briefings and shipboard visits to estimate the feasibility of offering off-duty programs similar to Army SOCAD programs involving combinations of study in port and at sea.

This exploration has led us through the steps and to the conclusions which follow:

STEPS TAKEN IN EXPLORING FEASIBILITY

1) Determining Program Needs and Possible Program Locations

- preliminary discussions with OP - 114, CNET and Navy Campus Representatives
- discussion with University of West Florida representative on curriculum potential or existing Navy Campus institutions
- study of University of West Florida report on Navy Campus institutions curriculums
- comparison of Army Military Occupational Specialties, Navy's Enlisted Classifications and SOCAD Network Curriculums for Army
- analysis of Navy data on on-board court in all rating groups (E-4 and above) at 28 shore installations
- identification of at least five curriculum clusters related to SOCAD curriculums
- identification of seven major shore installations with significant on-board strength in the five major clusters of ratings identified above
- exploratory discussions with two .Navy Campus institutions (San Diego Community College and Chapman College)

2) Determining Feasibility of SOCAD-type approach within a Framework of Navy Duty and Training Requirements

- discussions and briefings (2) by Navy personnel for SOC staff on the nature of

Navy service, training duty rating structure and assignment ashore and afloat

- visits to shore installations (.Norfolk, Pearl Harbor, Barbers Point) and aboard ships on the *USS Comte de Grasse* and *USS Farragut* (Norfolk) and the *USS Ashtabula* (Pearl Harbor)
- interviews with petty officers and commissioned officers at above named installations and ships
- Discussions with representatives of and assistance to NAVPERSRANDCEN pertaining to Navy's pilot Lateral Entry Program

- FINDINGS SUMMARIZED

1) There are at least five (5) concentrations or clusters of rating groups that logically relate to the technical degree programs offered by colleges and utilized by SOCAD-type Degree programs. The clusters are: Electronics Business/ Management, Automotive, Food Services and Data Processing.

2) There are at least seven (7) major Navy shore installations of ratings which justify development of programs of the SOCAD-type. These include: San Diego, Norfolk, Charleston, New London, Pensacola, Washington DC and Pearl Harbor.

3) Navy training and duty is substantially different from that of other services and providing educational opportunity for Navy personnel poses unique problems to. Navy and to postsecondary institutions willing to serve Navy's education needs. (Details are to be found in Attachment 8)

- The high level or Navy technical skills warrants additional means or evaluating these skills as an integral part of a degree and advanced certificate program.
- Degree programs for most petty officers need to relate to the skills of each rating and also to include components of leadership and management.
- High attrition rates among highly skilled petty officers warrant special attention to education programs which can enhance career advancement and improve retention of petty Officers in the critical ratings.
- Navy training and duty alternating assignments between shore and sea duty often in the extended tours at sea, life in confining quarters, with sharply limited instructional and study space calls for a higher level of planning than for the other services. Programs will need to be based primarily on home-port instruction designed and scheduled around ship movements with limited oral instruction aboard ship and utilizing various electronic or computer assisted media systems to augment independent or directed study wherever feasible. This will require greater dependence upon counseling and degree contracts between institutions and student Programming and scheduling programs Of instruction at shore stations will need to utilize a process which combines and articulates ship and shore study, analyzes the needs and availability of personnel including those on ships home-ported at the installation and adapts instruction to these needs and availability's.

4) Programs and study opportunity of a SOCAD-type related to selected critical ratings are desirable and feasible

SUMMARY AND RECOMMENDATIONS

1) Summary

- The approaches utilized indicate that there is a strong relationship among Army Military Occupational Specialties, SOCAD Curriculums available in the Army network and Navy Campus institutions, and Navy Enlisted Classifications.
- Although the nature of Naval services can be characterized as different from other services, those differences can be accommodated by programs and delivery systems appropriate to Navy duty and training requirements.

2) Recommendations

- Steps in the development of one or more pilot pro-grams for test by Navy:

  Navy will determine the critical ratings, and estab-lish priorities among the five rating clusters and designate

program area(s) for SOC to examine and develop.

SOC will compare the Navy cluster program needs with similar curriculums offered by existing SOCAD networks or other institutions and identify those curriculums that have greatest promise.

Navy with SOC assistance, will convene Navy specialists and institutional representatives to make a course-by-course analysis of selected curricula, to design a common curriculum to serve the desig-nated rating cluster(s).

Navy, based on concentrations of onbase critical ratings, including those of ships home-ported at each installation, will identify the specific shore installations to be served.

Navy, in cooperation with SOC, will identify possible institutions to consider for network(s) partici-pation.

SOC will make a course-by course analysis of selected curricula of each possible institution identified to ascertain appropriateness of each curriculum to the network curriculum and to form the basis of recommendations to Navy for institutional selection.

SOC will recruit institutions and negotiate curriculum agreement among the network members.

Navy, with SOC assistance, will conduct briefings for personnel at selected commands and at selected institutions.

It is estimated that the above steps will take the remainder of FY 82. We propose that the first SOCAD-type programs for Navy curriculum network(s) be implemented during FY 83 on a pilot basis. The programs should be evaluated in terms of their effect upon advancement and retention of petty officers in the critical ratings and their general acceptance within the fleet.

- To move these programs effectively in FY 82:

  We recommend Navy decision on a revised statement of work for SOC during FY 82 (See current work statement and the proposed revision, Attachments 1 and 2).

  We recommend an amendment to the current budget to provide Navy funding of the effort from 1 January - September, 1982 sufficient to cover the work described above.

  We estimate that total additional cost during FY 82 to cover the steps outlined above preparatory to a pilot implementation of one or more programs in FY 83 to be approximately $60.00 (exclusive of professional printing). A proposed budget is attached.

  As is evident there is a critical need for interim funding for the remainder of FY 82 if a pilot program is to be implemented for FY 83. Additional funding needs to be projected for FY 83 and FY 84 in order to provide for implementation and extension of the SOCAD network plan should it be determined by Navy that is the desired course of action.

Appendices (Omitted in SOC History)

Attachment 1	Current Statement of Work (FY 82)
Attachment 2	Proposed Revised Statement of Work; (FY 82)
Attachment 3	The Proposed Plan
Attachment 4	Cost Estimate for Interim Funding (FY 82)
Attachment 5	Projected Budget FY 82 -86
Attachment 6	Rationale for Projected Budget
Attachment 7	Possible Implications for Navy planning
Attachment 8	Findings on the Feasibility of a SOCAD - type Approach Within a Framework of Navy Duty and Training Requirements

Table I	Data/Selected Ratings and Installations
Table II	Rating Clusters/SOCAD Curriculums
Table III	Translation of Rating Symbols
Trip Reports	From Quarterly Management Reports

APPENDIX H

The SOCMAR

Statement of Work

(A)
STATEMENT OF WORK, 1995

8. SOCMAR Prog ·ams-Marine Corps. The Director of SOC will establish worldwide Marine Corps associate and bachelor's degree programs similar in structure and concept to the existing Navy s SOCNAV system. The Director of SOC will begin the operation of SOCMAR-2 (associate degree) and SOCMAR- 4 (bachelors degree) programs in coordination with and under the policy guidance of the Director, Marine Corps Voluntary Off-Duty Education Programs. In FY 95, the Director of SOC will be responsible for the following:

   a. Provide administrative and support services to ensure the establishment and initial operation of the SOCMAR-2 and SOCMAR-4 programs to include office space, telephone service, secretarial staff support, etc.

   b. In SOCMAR-2, recruit associate degree granting institutions serving Marine Corps installations in the system. Establish 2-year degree networks in which these colleges guarantee transferability of courses with each other. With the concurrence of the Director, Marine Corps Voluntary Off-Duty Education Programs, Marine Corps Headquarters, enroll a minimum of ten colleges into SOCMAR-2.

   c. In SOCMAR-4, recruit bachelors degree granting institutions serving Marine Corps installations into the system Establish 4-year degree networks in which these colleges will guarantee transferability of courses with each other With the concurrence of the Director, Marine Coops Voluntary Off-Duty Education Programs, Marine Corps Headquarters, enroll a minimum of seven colleges into SOCMAR-4.

   d. Strengthen the SOCMAR-2 and SOCMAR-4 programs by working with the SOCMAR colleges to ensure their adherence to SOCMAR responsibilities and obligations which include the following:

      (1) Guaranteeing transfer of courses with other SOCMAR colleges.

      (2) Completing SOCMAR Student Agreements.

      (3) Providing formal evaluation of military experience.

      (4) Continued counseling of SOCMAR students as requested

      (5) Reporting the number of annual SOCMAR graduates

   e. Create a SOCMAR Student Agreement which serves as a contract for degree Distribute SOCMAR Student Agreements to all SOCMAR colleges. These documents clearly portray the degree requirements and show how prior learning, including military experience, fits into the degree.

   f. Provide SOCMAR training to Marine Corps ESOs and local college personnel at various Marine Corps bases as requested by base ESOs and approved by the Director, Marine Corps Voluntary Off-Duty Education Programs This will involve a minimum of six training trips during FY 95. In subsequent years, more training trips will be required with a corresponding reduction in recruitment trips

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   g. Create SOCMAR-2 and SOCMAR-4 Handbooks that describe the operation of the SOCMAR system, that contain transferability tables listing all courses with guaranteed transferability, and that include information about which colleges offer which degree programs at Marine Corps bases worldwide. In subsequent years, update twice a year the *SOCMAR Handbooks* to reflect additions and other changes to SOCMAR institutions and networks, including changes to college information sheets and curriculum exhibits, transferabil-

ity tables, nontraditional credit tables, location tables and student agreement forms.

h. Provide data and reports as follows:

(1) Quarterly:

a) For Director, Marine Corps Voluntary Off - Duty Education Programs, provide Quarterly Reports to include numbers of SOCMAR student agreements issued; enrollments by installation, network, college, and pay grade; and nontraditional credit awarded.

(2) Annually:

(a) For Director Marine Corps Voluntary Off - Duty Education Programs as of 30 September, and coincident with the 4th quarter Quarterly Report, provide the number of SOCMAR graduates during the FY by college and network. Additionally, provide an estimate of tuition assistance funding saved as a result of nontraditional credits awarded by SOCMAR schools.

i. Develop marketing materials as follows:

(1) In coordination with Director, Marine Corps Voluntary Off-Duty Education Programs, Marine Corps Headquarters, develop a brochure and poster containing information on both SOCMAR-2 and SOCMAR-4 programs. SOC will provide DANTES with manuscript copy for publication. SOC will stock and distribute the brochure and poster as needed.

(2) Develop additional marketing materials when identified and needed by the Marine Corps.

(3) Distribute stocked items to the Marine Corps Voluntary Off-Duty Education Programs, Marine Corps Headquarters, education offices and SOCMAR colleges.

(4) Inform the civilian education community about SOCMAR by representational activity at conferences, meetings, etc., which will be noted in the Quarterly Report.

APPENDIX I

"SOCVET" Servicemembers Opportunity Colleges for Veterans 8/20/93

A consortium of colleges dedicated to the education of the servicemember in transition to civilian life.

OBJECTIVES:

- To cultivate veterans as national assets with potential to contribute to the nation's technology and economy. To provide a forum for promoting partnerships between industry and academe aimed at preparing and employing veterans. To help provide the key element in developing a veteran's potential — an education.
- To assist in the transition of servicemembers to civilian life by facilitating their enrollment in college and participation in programs to upgrade their skills. To ensure academic recognition of what they have already learned, thus increasing the impact of their GI Bill funds. To promote use of the GI Bill by helping to make an education a more practical, realizable goal.
- To create, in the national higher education community, an institution dedicated to the advocacy of veterans' education, like that in place for advocacy of active-duty servicemember education. To serve as a vehicle for the exchange of information between academe, the separate states, the business community, and the servicemember transitioning to a civilian career.
- To serve as a focal point for, and potential coordinator of, programs to promote the preparation of veterans for second careers in such fields as teaching, law enforcement, and health care. To facilitate vocational education programs aimed at preparing veterans for the nation's workplace.

CONCEPT:

- The active-duty components are served by a consortium of over a thousand colleges that adapts to the learning situation of active-duty servicemembers and promotes the concept that education and jobs are interconnected. The Servicemembers Opportunity Colleges model (SOC) is understood and respected in academe and could be a useful model in efforts to combine education and employment of veterans.
- A consortium of colleges dedicated to serving veterans, called SOCVET, would be established. SOCVET would be a subset of its parent consortium SOC. It would be a recognized creature of the national higher education community administered as a separate project of SOC.
- Participating institutions, like those in the active-duty consortium, would agree to comply with a set of Principles and Criteria aimed at recognizing that the veteran is a special kind of adult student and at giving the best possible service to the veteran-student. SOCVET institutions would be willing to take steps to make the new veteran's college enrollment easier. They would credit military training and experience. They would accept college work done on active duty.
- The consortium would serve as a ready, willing forum to test new ideas for promoting veterans' education. Programs aimed at encouraging veterans to pursue second careers where they can fill an urgent need such as in teaching, health care, and law enforcement, could be managed in the SOCVET Consortium. Similarly, partnerships between industry, the public sector, and academe that are aimed at preparing veterans to fill specific business or social needs could be fostered and managed by SOCVET.

- Liaison with the education and veterans' authorities and organizations in each state would be established with the goal of soliciting information on veterans' educational affairs and promoting favorable policies toward transitioning servicemembers.
- A SOCVET Transition Guide would be produced which, with accompanying brochures, would provide guidance to counselors, veterans and transitioning servicemembers by pointing out the policies affecting veterans in each SOCVET College and the policies regarding veterans' education in each state.
- An 800-line educational transition "hot line" could be established to speed the service and transfer of information. (Individual counseling and troubleshooting for transitioning servicemembers and veterans would be a function of resources devoted to this facet of a Program.)

BACKGROUND INFORMATION:

- College enrollment is the best way for many veterans to maximize their potential to contribute to the nation, and for them to realize the promise of upward mobility through education that military service represents for many of the nation's youth.
- Given military downsizing, increased reliance on the Total Force with its Reserve Components, limitations on GI Bill funds, and the adult education revolution now un-derway in the U.S., it makes sense to look for ways to facilitate the transition from active-duty servicemember to veteran-student. The veteran needs better information on his/her State's policies toward veterans, information on how to make G.I. Bill funds go farther by getting credit for what has been learned, what special incentives there might be to prepare for particular career fields, etc.
- There are many good ideas now being discussed to facilitate the transition of servicemembers-through education. Some of these, such as those aimed at encouraging veterans to obtain credentials for service in critical occupations such as teaching, law enforcement, and health care, could best be promoted and coordinated by a respected entity of the national higher education community.
- The SOC Principles and Criteria exist as a code of good practices and enhanced flexibility necessary for meeting the unique higher education needs of active-duty service-members, recognized by major national higher education associations and accrediting bodies and subscribed to by over a thousand educational institutions, including nearly all institutions supporting the active military service components with higher education programs. The Principles and Criteria have high potential relevance for transitioning veterans.
- A SOC Advisory Board is in place with 13 national higher education associations represented, providing policy guidance for SOC and peer leverage on institutional members to conform to the SOC Principles and Criteria.
- A professional civilian staff with extensive experience in all levels of higher education, supplemented by professional consultants, is in place supporting the operational functions of SOC. This staff would be a fundamental resource available to advise and support a separate SOCVET consortium.
- SOCAD/SOCNAV degree systems are already operational, specifically designed and developed at the request of the Army and the Navy to satisfy their associate and bachelor degree needs. These systems yield written student agreements that constitute degree contracts, ensure thorough evaluation of prior learning experiences in the military, and guarantee the transfer of appropriate credits among the system members.
- SOC has already gained experience and insight into the potential for an academic consortium oriented toward the veteran and the Total Force. SOC operates the Army's and the Army National Guard's Concurrent Admissions Programs (ConAP). These Programs

seek to enroll new recruits in college so that, on leaving service as veterans, and in many cases during service in the Guard and Reserves, they will use the GI Bill and go to college. Experience with ConAP makes it clear that the higher education community would positively receive the SOCVET concept.

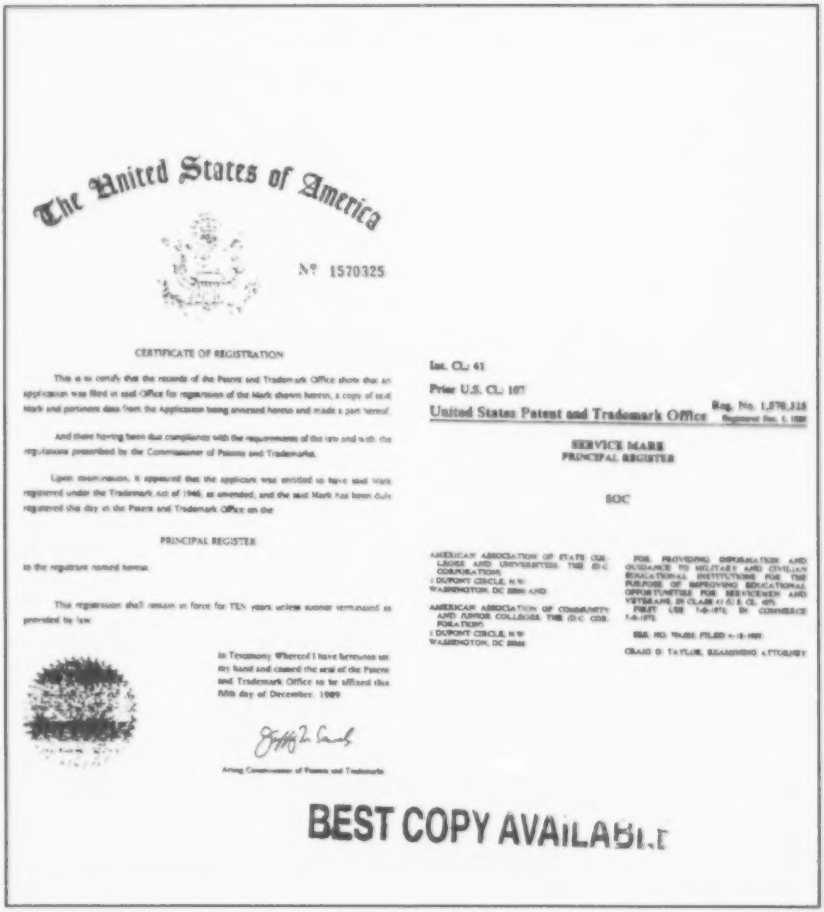
- DoD's contract for the operation of SOC exists as a model on which to build and could be amended to include a separate transition component. SOCVET could accommodate other agency participation (Departments of Veterans Affairs, Education, Labor), if appropriate.

ACTIONS REQUIRED:

- Create and administer a consortium -- called SOCVET — analogous to the existing SOC consortium. Identify and recruit educational institutions that would support higher education for transitioning military students and veterans.
- Develop SOCVET Principles and Criteria by adapting the code that now exists for active-duty servicemembers to the needs of transitioning veterans. Guided by this code, and in cooperation with national and state education entities and individual colleges and universities, develop a system for assisting the servicemember with the educational aspects of transition to civilian life. This system would emphasize educational planning, transferability, degree planning and credit evaluation for nontraditional learning including that recommended by the American Council on Education's (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services, Guide to Educational Credit by Examination., and the National Guide to Educational Credit for Training Programs. The system may be related to existing SOCAD/SOCNAV systems degree program methodology, when appropriate.
- Establish and enforce specific guidelines for institutions participating in the SOCVET Program. Influence institutional policies toward accommodating transitioning military students' needs. Encourage model initiatives among SOCVET colleges aimed at attracting veterans such as tuition aid and low cost housing.
- Develop program materials that would assist counselors to provide educational advice to departing servicemembers (a SOCVET Transition Guide) and materials that could be distributed to each future new veteran to provide basic information on schools willing to be most flexible in dealing with the veteran/student and in crediting military experience (brochures and flyers). Include information from each state on current policies related to the education of veterans.
- Provide the coordination and adjudication of problems encountered by veterans in pursuit of postsecondary education by a respected third party outside government that is understood and accepted in the educational community.
- Identify existing transition program initiatives' strengths and adapt them to the SOC model where appropriate.
- Conduct training workshops on how SOCVET should work. Staff of participating colleges and those with counseling responsibilities for transitioning servicemembers and veterans would be the focus of these workshops.
- Develop and maintain a data base to support transition efforts. Collect and manage data for program accountability.
- Market the concept by presenting it at educational conferences, meetings with leaders in business and industry, state education authorities, etc.
- Provide an "on call" capability to respond to requests for assistance from DVA, DoD, the services and colleges supporting the transition program. (If deemed worth additional funding, an 800-line counseling service with the capacity to follow up with institutions and to send requested materials directly to the transitioning servicemember or veteran could be added.)

APPENDIX J

United States Patent and Trademark Office Correspondence



The United States of America

No 1570325

CERTIFICATE OF REGISTRATION

This is to certify that the records of the Patent and Trademark Office show that an application was filed in said Office for registration of the Mark shown herein, a copy of said Mark and pertinent data from the Application being annexed hereto and made a part hereof.

And there having been due compliance with the requirements of the law and with the regulations prescribed by the Commissioner of Patents and Trademarks.

Upon examination, it appeared that the applicant was entitled to have said Mark registered under the Trademark Act of 1946, as amended, and the said Mark has been duly registered this day in the Patent and Trademark Office on the

PRINCIPAL REGISTER

to the registrant named herein.

This registration shall remain in force for TEN years unless sooner terminated as provided by law.

In Testimony Whereof I have hereunto set my hand and caused the seal of the Patent and Trademark Office to be affixed this fifth day of December, 1989

Acting Commissioner of Patents and Trademarks

Int. Cl.: 41

Prior U.S. Cl.: 107

United States Patent and Trademark Office

Reg. No. 1,570,325

SERVICE MARK
PRINCIPAL REGISTER

SOC

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES, THE (D.C. CORPORATION)
1 DUPONT CIRCLE, N.W.
WASHINGTON, DC 20036 AND

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, THE (D.C. CORPORATION)
1 DUPONT CIRCLE, N.W.
WASHINGTON, DC 20036

FOR: PROVIDING INFORMATION AND GUIDANCE TO MILITARY AND CIVILIAN EDUCATIONAL INSTITUTIONS FOR THE PURPOSE OF IMPROVING EDUCATIONAL OPPORTUNITIES FOR SERVICEMEN AND VETERANS, IN CLASS 41 (U.S. CL. 107).
FIRST USE 1-0-1971; IN COMMERCE 1-0-1971.

SER. NO. 704,651, FILED 4-10-1989.

CRAIG D. TAYLOR, EXAMINING ATTORNEY

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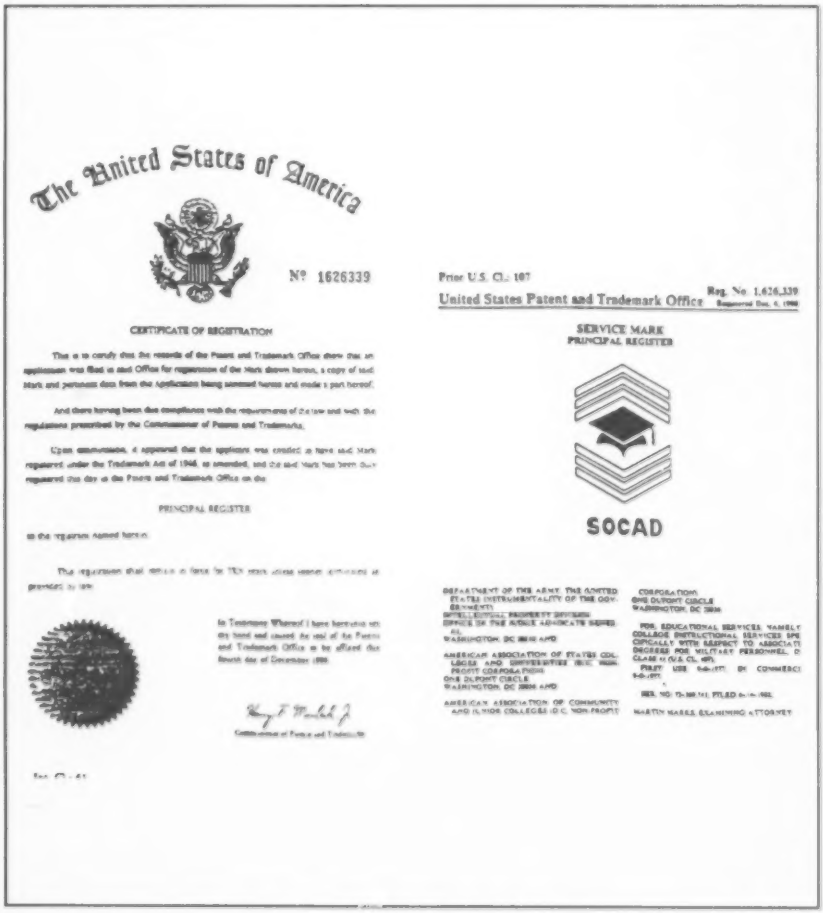

The United States of America

Nº 1626339

CERTIFICATE OF REGISTRATION

This is to certify that the records of the Patent and Trademark Office show that an application was filed in said Office for registration of the Mark shown herein, a copy of said Mark and pertinent data from the Application being annexed hereto and made a part hereof.

And there having been due compliance with the requirements of the law and with the regulations prescribed by the Commissioner of Patents and Trademarks,

Upon examination, it appeared that the applicant was entitled to have said Mark registered under the Trademark Act of 1946, as amended, and the said Mark has been duly registered this day in the Patent and Trademark Office on the

PRINCIPAL REGISTER

in the registrant named herein.

This registration shall remain in force for TEN years unless sooner terminated as provided by law.

In Testimony Whereof I have hereunto set my hand and caused the seal of the Patent and Trademark Office to be affixed this fourth day of December 1990.

Commissioner of Patents and Trademarks

Int. Cl.: 41

Prior U.S. Cl.: 107

Reg. No. 1,626,339

United States Patent and Trademark Office Registered Dec. 4, 1990

SERVICE MARK
PRINCIPAL REGISTER

SOCAD

DEPARTMENT OF THE ARMY, THE UNITED STATES INSTRUMENTALITY OF THE GOVERNMENT)
INTELLECTUAL PROPERTY DIVISION
OFFICE OF THE JUDGE ADVOCATE GENERAL
ATL
WASHINGTON, DC 20310 AND

AMERICAN ASSOCIATION OF STATES COLLEGES AND UNIVERSITIES (D.C. NON-PROFIT CORPORATION)
ONE DUPONT CIRCLE
WASHINGTON, DC 20036 AND

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (D.C. NON-PROFIT CORPORATION)
ONE DUPONT CIRCLE
WASHINGTON, DC 20036

FOR: EDUCATIONAL SERVICES, NAMELY, COLLEGE INSTRUCTIONAL SERVICES SPECIFICALLY WITH RESPECT TO ASSOCIATE DEGREES FOR MILITARY PERSONNEL, IN CLASS 41 (U.S. CL. 107).

FIRST USE 9-0-1977; IN COMMERCE 9-0-1977.

SER. NO. 73-368,141, FILED 6-16-1982.

MARTIN MARES, EXAMINING ATTORNEY

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APPENDIX K

Biographical Sketches of SOC Staff 1972-1996

Linda B. Aarons, administrative assistant, 1982-1985. Master's degree from Montclair State College, bachelor's degree from State University of New York at New Paltz.

Clinton L. Anderson, senior consultant, 1985-present. Bachelor's degree from Washington and Lee University, master's degrees in history from the University of North Carolina at Chapel Hill, and in education from Stanford University; master's and doctorate in Adult and Higher Education, Teachers College, Columbia University. Previously employed as an education staff officer with Headquarters, Department of the Army, 1976-1982. Retired Army field artillery lieutenant colonel. Also serves as the Assistant Administrator of the Military Installation Voluntary Education Review (MIVER) Project with the American Council on Education, 1991- present.

Kathleen Arns, consultant, 1980-1981. Employed as assistant vice president for vocational curricula, Oakton Community College, Des Plaines, IL.

Andrea P. (Andie) Baridon, assistant director, 1979-present. Bachelor's degree in International Relations from The American University's School of International Service. Previously employed with Mott-McDonald Associates with prior experiences as the LEAA project administrator in the School of Justice, The American University.

Frank L. Boyd, Jr., SOCGuard program manager, 1996-present. Bachelor's degree from the University of Maryland; master's degree in systems management from University of Southern California. Retired Air Force colonel. Previously served as visiting defense fellow at Queens College (Canada) Centre for International Relations and as a staff officer in the U.S. Arms Control and Disarmament Agency. Also previously served as the U.S. defense and air attaché to Romania.

Jon Boyle, SOCGuard ConAP+ program manager, 1992-1994. Bachelor's degree from University of Southern Maine, master's degree in education from Boston University. Previously employed as an air defense officer, Army.

James D. Broman, senior consultant, 1975-1978. Served as former president of the Chicago Urban Skills Institute of the City Colleges of Chicago; held special qualifications in vocational-technical programs and developing nontraditional approaches.

Benjamin C. (Ben) Buckley, ConAP project director, 1989-present. Graduate degrees in history from Kansas State University and in education from Georgia State University. Retired Army infantry colonel. Previously served as associate dean and faculty member at The National War College.

Thomas M. Calogero, administrative assistant, 1985-1987. Bachelor's degree from the University of Southwestern Louisiana. Previously employed as aide to congressional staff.

Robin A. Carter, ConAP project associate, 1989-present. Bachelor of science in business administration and master's degree from The American University. Previously worked on several education projects with The American University prior to joining SOC.

Monica B. Colson, SOCAD project associate, 1988-present. Bachelor's degree from Howard University. Previously employed by Close-Up Foundation working with high school students.

Debra A. Creamer, administrative assistant, 1982-1984.

Theodore R. (Ted) Cromack, Army National Guard Outreach project director, 1989-1993. Bachelor's degree from McKendree College, doctorate in educational research and evaluation from the University of Massachusetts at Amherst. Retired chief warrant officer, U.S. Air Force. Previously employed with Johnson State College as a faculty member and administrator with more than ten years experience.

Tilton Davis, Jr., consultant, 1980-1981. Retired as senior civilian educator for Headquarters, Department of the Army, after 29 years in Army education.

Lawrence E. (Larry) Dennis, senior consultant, 1980-1990. Served as former chancellor of higher education for the State of Rhode Island; provost of the Massachusetts State Colleges; vice-president of the Pennsylvania State University; and associate director of the Peace Corps.

Deborah J. Detrick, administrative assistant, 1986-1988.

Marilynn Draxl, computer consultant, 1980. Employed as director of institutional research, University of Maryland University College.

Felicia Durham, network data assistant, 1986 to the present. Previously employed by AASCU and Hechts.

Elwood B. (Woody) Ehrle, consultant, 1980. Employed as academic vice president, Indiana State University, Terre Haute, IN.

David R. Eyler, associate director, 1983-present; SOCNAV project director, 1984-1990; SOCAD project director, 1990-present. Doctor of philosophy degree in counseling and higher education administration from the University of Maryland. Retired lieutenant colonel, U.S. Air Force Reserve. Previously served as a former teacher, counselor and community college dean, 1967-1982.

John F. Grede, consultant , 1980-1981. Retired academic vice chancellor, Chicago City Colleges, Chicago, IL.

Sara Victoria (Vicki) Harding, SOCED/SOCNAVPREP program manager, 1992-1996; consultant 1996-present. Bachelor's degree from Rosemont College, master's degree in business administration from Kansas State University. Previously taught for the University of Maryland University College, Austin Peay State University, and Kansas State University; also served as the basic skills education program instructor and site manager for BSEP in USAREUR. Served as contract manager for learning services at Fort Riley with eleven learning centers.

Michael F. Hartman, computer systems consultant, 1985-present. Bachelor's degree in physics from Harvard University, master's degree in astronomy from the University of Massachusetts at Amherst. Previously employed as a scientific programmer and analyst at NASA/GSFC, the Naval Research Laboratory, and the Space Telescope Science Institute. Currently contract developer of commercial Macintosh applications including electronic mail, desktop publishing, CAD, and computer games.

James S. Harvison, computer systems consultant, 1980-1985. Bachelor's degree from the University of Maryland. Previously employed as computer services manager at the University of Maryland-Baltimore County and MIS manager at Ginns, Inc.

Frank J. Hennessy, SOCGuard project director, 1993-present. Master's degree in psychology from Boston College, doctorate in education from Michigan State University. Served as an Army company commander during the Korean War. Previously employed as president of the State University of New York-Delhi and National University, San Diego, CA.

Michael D. Hill, SOCGuard program manager, 1994-1996; SOCED/SOCNAVPREP program manager, 1996-present. Bachelor's degree from Colorado State University; master's degree from University of Southwestern Louisiana; doctorate in special education from University of Northern Colorado. Retired lieutenant colonel, ARNG. Previously employed as assistant executive officer to the chief of the National Guard Bureau.

Andrea Hoen-Beck, SOCGuard ConAP+ program associate, 1992-1994. Previously employed as conference and membership assistant, EDUCOM.

Stuart M. Huff, associate director, 1980-1982. Previously employed as former dean of instruction, Catonsville Community College and former assistant professor of Education, University of North Carolina, Chapel Hill. Departed SOC to work with City Colleges of Chicago in Europe.

Bernard J. (Bernie) Jankowski, senior SOCAD program associate, 1985-1988. Bachelor's degree from Western Maryland College,

master's degree in linguistic anthropology from the University of Arizona.

Barbara Kearney, administrative aide, 1976-1978. Previously employed as a receptionist and secretary in a small Washington law firm.

Steve F. Kime, director, 1989-present. Bachelor's degree in international studies from the University of Louisville, master's degree in public administration and doctor of philosophy from Harvard University. Retired Navy captain. Previously served as a division director and professor at the U.S. Naval Academy. Also previously served as the associate dean of the faculty and academic programs at the National War College and the U.S. naval attaché to the Soviet Union.

Frances Lapinski, project coordinator and program associate, 1976-1979. Bachelor's and a master's degree from SUNY/Oswego. Formerly employed as a staff member at Lemoyne College, SUNY/Oswego, and Cazenovia College.

William E. Lawson, associate director (veterans' program), 1972-1979. Early SOC staff member with AAJC, and counselor with the State College of New York, Buffalo. Former Marine. In March 1979, he resigned as director of the AACJC/AASCU office of veterans' affairs to become the executive director of the White House Veterans Federal Coordinating Committee. The position of associate director (veterans' program) was separated from SOC into the AACJC/AASCU Office of Veterans' Affairs.

Douglas F. Libby, Jr., consultant, 1980. President of Delaware County Community College (PA). Previously employed as an education program specialist, U.S. Office of Education; and formerly dean at Wentworth Institute.

Anthony Lloyd, network data assistant, 1993-present. Ordnance specialist, U.S. Army. Previously employed as dispatcher supervisor, White Flint Mall.

Charles R. Lovelace, publications coordinator, 1990-present. Previously employed as director of production, International Thomson Transport Press.

Mary Franklin McDonald, administrative assistant, 1977-1978. Graduate of Marywood College and Katharine Gibbs School.

Edward A. (Ed) McKenney, SOCNAV and SOCMAR project director, 1990-present. Master's degree in international politics and a master's in international law and diplomacy from The Fletcher School at Tufts University. Retired Navy commander. Previously taught for three years at graduate level with the Naval War College and eight years at the undergraduate level teaching with the Naval Academy. Also served as the assistant dean at the Naval Academy for four years.

Ralph Maldonado, administrative assistant, 1980-1982. Previously employed with Miller and Chevalier, a Washington law firm.

Yanjuan Meng, network data manager, 1989-1994; SOC/SOCGuard program associate, 1994-present. Bachelor's degree from Shenyang Teacher's College, China, master's degree from Radford University. Previously taught English at Shenyang Teacher's College for six years prior to coming to the United States in 1987.

Harry K. Miller, Jr., associate director (servicemen's program), 1973-1980. Retired Naval reserve officer. Previously served as president, Keystone Junior College, and Paul Smith's College; visiting scholar at University of Michigan.

William A. (Bill) Miller, senior consultant, 1980-present. Previously served as the co-founder and former managing editor of *The Chronicle of Higher Education*; former director of public information and editor of *Higher Education and National Affairs* for the American Council on Education; former director of public relations for Johns Hopkins Medical Institutions; and former editor for the New York Herald Tribune News Service.

Mary Moore, administrative assistant (half-time), 1977-1978. A Marine reservist. Student at the University of the District of Columbia.

Marianne L. Morris, administrative assistant, 1985-1987.

James F. Nickerson, director, 1973-1981. Bachelor's degree from Nebraska Wesleyan

University; master's degree from Teachers College, Columbia University; doctor of philosophy from the University of Minnesota. Previously served as research associate, human factors division, U.S. Navy Electronics Research Laboratory; professor of psychology, Montana State University; vice president for academic affairs, North Dakota State University; and president, Mankato State University. Awarded Secretary of Defense medal for outstanding public service, 1981.

Jeanette Patrick, administrative/editorial specialist, 1977-1980.

Anita Peters, administrative assistant, 1976-1978. Graduate of Washington Secretarial School.

Arden L. Pratt, consultant, SOCAD, 1977-1981; director, 1981-1989. Bachelor's degree from West Virginia Wesleyan College, master's degree from Ohio State University, doctorate in higher education and chemistry from the State University of N. y York at Buffalo. Previously served as dean of the College of Technical Careers and Professor of Higher Education at Southern Illinois University at Carbondale.

Brian G. Seraile, administrative assistant, 1982-1985. Bachelor's degree in journalism from The American University. Previously served as circulation assistant for Broadcasting Magazine and receptionist at the Financial Aid Office, The American University.

Mary Ann Settlemire, program associate (veterans' program), 1974-1979. An early SOC staff member, graduate of Ohio University, Athens. The position of program associate (veterans' program) was considered a part of SOC at AACJC, then at AASCU and then separated from SOC into the AACJC/AASCU Office of Veterans' Affairs.

Christine Shannon, legal consultant, 1980. Served as assistant to the president of Fort Steilacoom Community College.

Marcine R. (Marcy) Shapiro, SOC program associate, 1988-1994; SOCGuard project associate, 1994-present. Bachelor's degree in international studies from The American University's School of International Service.

Kathryn M. (Kathy) Snead, SOCMAR program manager, June 1995-present. Bachelor's degree from Wake Forest University, master's in education from the University of Georgia, and doctorate in higher education administration from Syracuse University. Previously employed as director of student services, University of Central Texas.

Judith M. Spoons, program associate, 1980-1985. Bachelor of arts degree from George Washington University. Previously served with the Smithsonian Institution.

Robert Stauffer, consultant for Navy Campus Consortium and SOCNAV Development, 1992-1993. Previously served as president of Fort Steilacoom Community College.

Marla L. Tatum, BDFS program manager, 1987-1990; SOC-DP program manager, 1993-1995; consultant 1995-present. Master's degree in adult and continuing education from Kansas State University. Previously employed as director of student services for Barton County Community College at Fort Riley, and as director for the Embry-Riddle Aeronautical University for the Mannheim/Heidelberg/Karlsruhe, Germany program area.

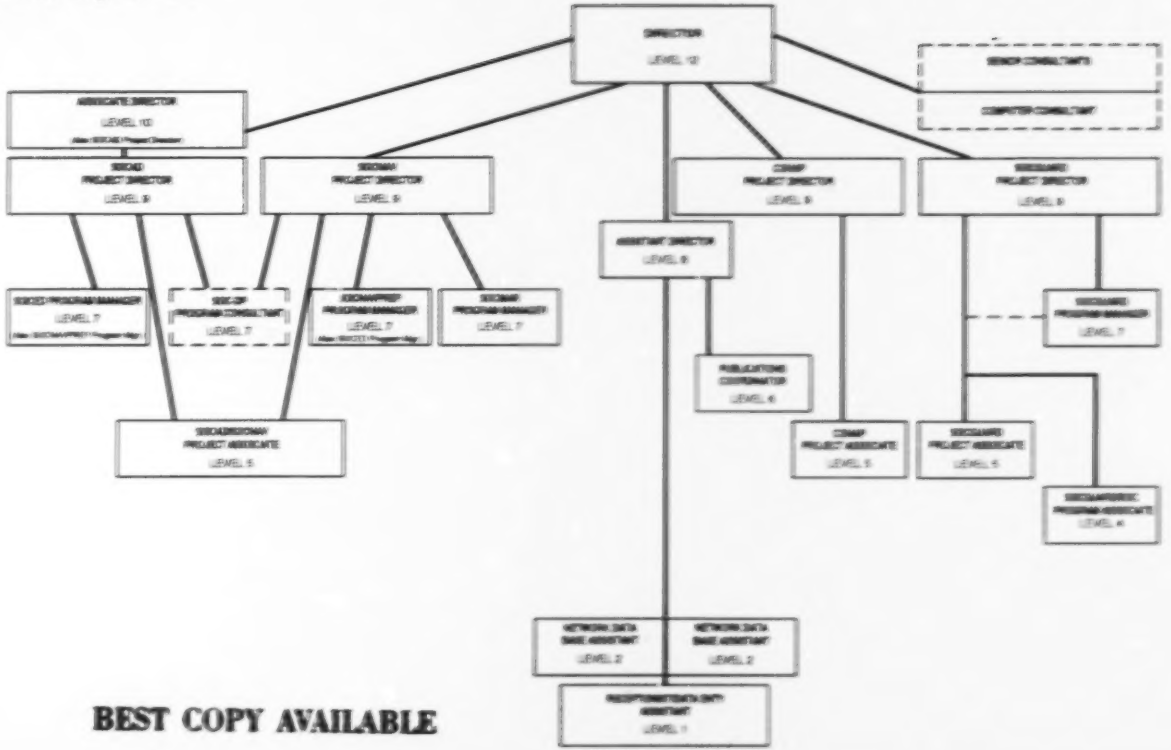
Marcy D. Taylor, administrative assistant; 1983-1985. Previously employed as secretary/receptionist with the Carl Albert Center, University of Oklahoma.

Israel (Ike) Tribble, consultant, 1980-1981. Previously served with the Office of the Assistant Secretary of Defense.

Stephen Ward, administrative assistant, 1989-1993.

Marjorie Wickham, project coordinator/program associate, 1975-1976.

Servicemembers Opportunity Colleges
Table of Organization



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SOC Staff

BOTTOM ROW, from left to right, **Sara Victoria Harding**, SOCED/SOCNAV/PREP Program Manager (1991-1996), **Felicia Durham**, Network Data Assistant, **Anthony Lloyd**, Network Data Assistant, **Robin A. Carter**, ComAP Project Associate

MIDDLE ROW, from left to right, **Kathryn M. Snead**, SOCMAR Program Manager, **Andrea P. Baridon**, Assistant Director, **Monica B. Calhon**, SOCAD Project Associate, **Marcy R. Shapiro**, SOCGuard Project Associate, **Yanjuan Meng**, SOC/SOCGuard Program Associate, **Benjamin C. Buckley**, ComAP Project Director, **Steve F. Kime**, Director

TOP ROW, from left to right, **William A. Miller**, Senior Consultant, **Charles R. Lovelace**, Publications Coordinator, **Edward A. McKenney**, SOCNAV/SOCMAR Project Director, **David R. Eyler**, Associate Director of SOC and SOCAD Project Director, **Michael D. Hill**, SOCED/SOCNAV/PREP Program Manager 1996-present

Clinton L. Anderson
Senior
Consultant

Francis J. Hennessy
SOCGuard
Project Director

Frank Boyd
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NOTES

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